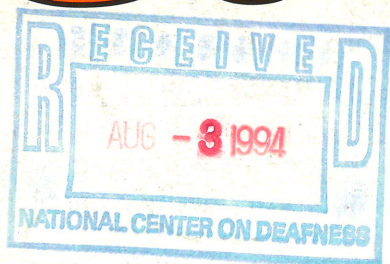


July

1 9 9 4

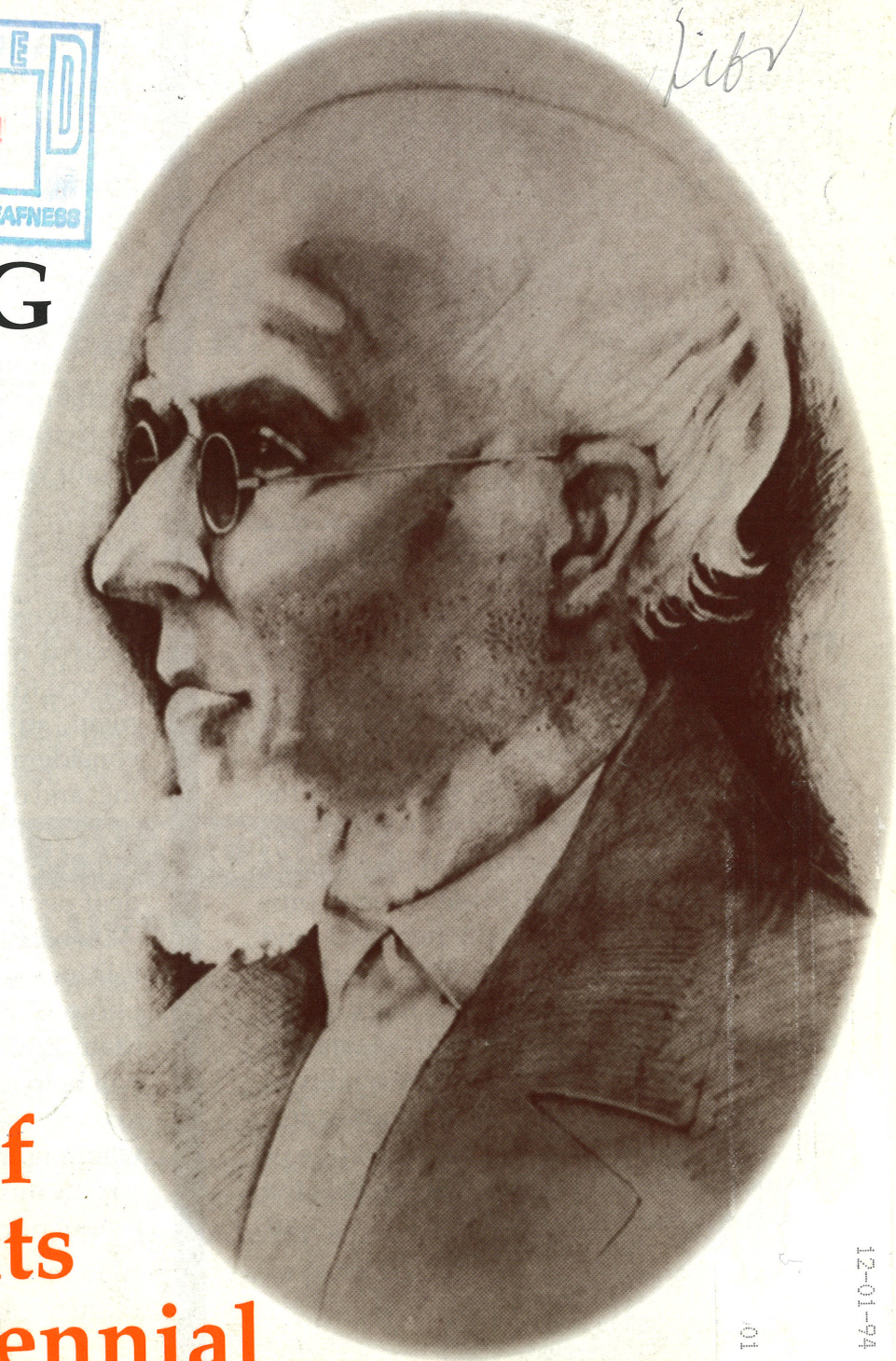
\$2.50

Deaf Life



THE ENDURING LEGACY OF WILLIAM AND ELIZA WILLARD:

Indiana
School
for the Deaf
celebrates its
Sesquicentennial

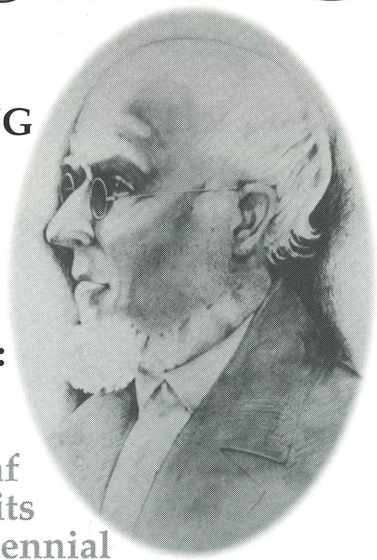


01

12-01-94

July 1994 \$2.50

Deaf Life



THE ENDURING LEGACY OF WILLIAM AND ELIZA WILLARD:
Indiana School for the Deaf celebrates its Sesquicentennial



COVER

DESIGN BY MATTHEW S. MOORE
ILLUSTRATION COURTESY OF ISD

THE INDIANA SCHOOL FOR THE DEAF was founded by William and Eliza Willard as a semi-private school in 1843, and established as a state school the following year. It was the first school for the deaf to be founded by a deaf individual, and the first free state-run school. Willard was a gentleman of brilliance, dignity, and purpose, and although gradually demoted (and probably forced into retirement) by the hearing Board of Trustees, he left his mark on the school. Last October, ISD began celebrating its Sesquicentennial. Noted for the quality of its programs, advocacy of ASL, and leadership of its alumni, ISD is considered one of the finest schools for the deaf. It remains the enduring legacy of its founders. 10

Publisher's Note

Once again, I must apologize to our readers for yet another late issue. Although we're still settling in from our move, this issue was held up because we were waiting for a group of photos to arrive—rather the same pickle we were in last month.

This month's cover story has particular interest for me, since I'm pleased to be an alumnus of the Indiana School for the Deaf ('77). I saw a few old classmates and favorite teachers when I went up to catch the Sesquicentennial/Reunion festivities in mid-June.

Can you imagine how difficult it would be to start a school for the deaf, from scratch, today? And we're talking about a Deaf couple who had maybe 5 years of formal education apiece, and no degrees in education. But they knew what needed to be done—and did it. The Willards moved to Indianapolis, got legislative endorsement, advertised, rounded up 12 students (a considerable feat in those days), rented a building, and opened their school—with a minimum of red tape. All this at a time when a good number of Midwesterners didn't believe that deaf people could be educated.

On behalf of **DEAF LIFE**, I donated money to ISD for the production and sales of a panoramic photo of all reunion attendees in front of the Main Building. This grant-matching donation will help make it possible for more ISD alumni to purchase copies of the photo, especially those who might otherwise not be able to afford it.

With this issue, **DEAF LIFE** begins its sixth year of publication. Once again, how time flies!

Matthew S. Moore

CONTENTS



**VERY
SPECIAL
ARTS**

■ Three students from the Governor Baxter School for the Deaf in Maine recently went to Belgium to participate in the International VSA Festival. They gave an ASL performance, met with other Deaf VSA participants, and were feted by the Brussels Deaf community. They shared signs and friendship—and were very sorry to have to leave! **26**

SMALL WORLD

READERS' VIEWPOINT

FAXVIEW

THE NEED & THE INTEREST

■ Most of our respondents feel that vet/pet services are not accessible enough to deaf pet-owners. 75% don't know any deaf person who wanted to become a vet but gave up on it. But one ASL-Deaf veterinary student says, "I am hopeful that by the time I get my degree, the Deaf community will have much easier access." A couple in California, who admit they're "LUCKY," describe the positive experience they've had with their vet and his assistant. Another reader has taken his two cats to "about five places," and admits that he isn't "fully satisfied" with the services he's gotten. "Communication is still the #1 problem," he says. **28**

... A FEW MORE WORDS

FAMILY VALUES

■ Martina Milan of Colorado says, "I'm in that 90% bracket: a Deaf individual from an all-hearing family." She describes her longstanding frustration at being "left out in many family matters"—picnics, dinners, celebrations, funerals, and weddings—and how she dealt with it (by hiring an interpreter). Only when her family finally lined up a "tailor-made" interpreter was she able to get full access to what was going on—and a real sense of belonging—as a participant. **30**

■ Letters	5
■ For Hearing People Only	8
■ DEAF LIFE Plus	Insert
■ FaxView	28

Deaf Life

DEAF LIFE (ISSN 0898-719X) is published monthly for \$30.00 per year (\$42.00 outside of the U.S.) by MSM Productions, Ltd., 1095 Meigs St., Rochester, NY 14620 Second-class postage paid at Rochester, NY.

POSTMASTER: Send address changes to **DEAF LIFE** c/o MSM Productions, Ltd., Box 23380, Rochester, New York 14692-3380. The entire contents of **DEAF LIFE** are copyright ©1994. All Rights Reserved. Reproduction in whole or in part without written permission is prohibited. For more information, write to **DEAF LIFE**.

PUBLISHER

Matthew S. Moore

CO-EDITORS-IN-CHIEF

Matthew S. Moore
Linda Levitan

COPY EDITOR

Linda Levitan

PRODUCTION MANAGER

Charles F. Bancroft

ART DIRECTOR

Matthew S. Moore

CONTRIBUTING ARTISTS

Robert L. Johnson
Tony "Mac" McGregor

PHOTOGRAPHER

Jenifer Baker

CONTRIBUTING WRITERS

David Baquis
Stuart Gopen
Richard Nowell

ADVISORY BOARD

Dr. Bernard Bragg
Julianna Fjeld
Bill Graham
Alice Hagemeyer
Dr. Robert Panara
Dr. Frank Turk

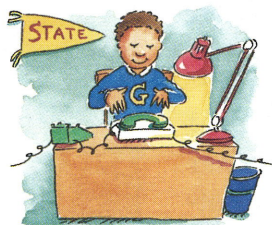
The Publisher and Editor-in-Chief are not responsible for the opinions and statements made by either Editors or Contributors to **DEAF LIFE**. The Publisher and Editor-in-Chief reserve the right to edit all letters and articles. Publication of advertisements in **DEAF LIFE** does not in any way constitute our endorsement of the services or products advertised.

How easy is it to call at anytime with AT&T Long Distance Relay Service?



This easy: 1 800 855-2880 (TTY)

Anyone. Anywhere. Anytime.



No matter when you call, state-to-state and international long distance relay calling is easier than ever with one easy number from AT&T. And relay savings are easy too. With AT&T True USASM Savings, you can save when you spend as little as \$10 a month on AT&T Long Distance calls.* At AT&T, we're dedicated to making phone calls easy for anyone. Anytime. Anywhere.

1 800 855-2881 (Voice) • 1 800 855-2882 (ASCII) • 1 800 855-2883 (Telebraille)

*For more information or enrollment, call 1 800 833-3232 (TTY).

Proud Sponsor of the World Games for the Deaf



LETTERS



The pet/vet industry: No anti-Deaf "conspiracy"

I must take exception to Lair Scott's article in your May 1994 issue. Scott's description of the veterinary and pet care industry leads one to believe there is a crisis in America and that somewhere a conspiracy lurks, waiting to be uncovered with Senate hearings.

Scott's expectations that veterinary associations and private practitioners all establish dedicated TTY phone lines is an expensive "solution" which I feel would only cause more confusion. We are all familiar with the problem of deaf people calling 911 and never connecting, even though the 911 number has TTY service and the staff members are regularly trained in using TTYs. Now that we are in the days of relay services, a TTY need only be installed in an office where there is *regular* communication with other TTY users (be they deaf, deaf-blind, or vocally impaired). I understand that relays are not perfect, but I believe it would be more frustrating trying to call a phone number that is listed as being for TTYs and never connecting because the secretary has for-

gotten how to use the TTY. One solution, which is more readily understood in the business world, is the use of FAX technology: most businesses have FAX numbers. More and more deaf people are taking advantage of FAX technology.

As for the expectation that veterinary association conventions be interpreted—no matter whether any deaf people plan to attend—this is another dream that would lead to unnecessary expense and confusion. Interpreting conferences requires a tremendous amount of resources. Teams of interpreters must review each speaker's presentation, determine how to cover multiple, simultaneous "break-out" sessions, and do all this with consideration to the various needs of consumers. Do the deaf people want full ASL interpretation? ASL signs in English word-order? Oral interpretation? Cued transliteration? Computer Assisted Notetaking (CAN)? An interpreter's ability to interpret is linked with an understanding of who the audience is. I would hate to be hired to interpret a major conference, go through all the logistics, and then be told, "Oh, by the way, we don't know if any deaf people will be showing up." One solution, which may meet the needs of veterinarians like Sarah Gende (who does not use

ASL), would be to use real-time captioning of conventions and meetings, which could also help to develop conference proceedings.

The Americans with Disabilities Act (ADA) does not mandate that every business purchase a TTY. Nor does it specify that the only solution to meeting communication needs is an interpreter. The ADA states that "reasonable accommodations" will be made. Scott's article makes it seem that the veterinary field is being unreasonable by not going to extremes in meeting the needs of some deaf people. But everyone in the profession seemed curious to find out how to solve the problems that Scott presented. To me that is a positive sign: it does not indicate a conspiracy to exclude deaf people.

I am reminded of an old saying, "You can catch more flies with honey than you can with vinegar." If we take the time to explain the communication needs of deaf people, answer questions about how to best meet those needs, and present ourselves as an ally, then we are much more likely to see improvement. If, instead, we accuse people of excluding others, become suspicious at their requests for more information, and present ourselves as an adversary, then we will find such

LETTERS

a resistance that only a legal battle will allow a solution to be found. It would appear that Scott has taken the latter approach.

Brian Cerney
Springfield, Virginia

▣ "A lack of knowledge," yes—but some good signs

We read about the issue, "Is the veterinary/pet industry ignoring the Deaf Community?" That is very tricky question for me and my wife, Angela. We are the Deaf owners of the Smoky Mountain Kennel. We have been experienced with veterinary and pet industry since we opened our kennel business on July 1993. We had no problem with our local veterinary for our four dogs, three Labrador Retrievers and one Dalmatian. Pet Industries may have some problems with the deaf community because they have lack of knowledge about our deaf community. We are a member of American Boarding Kennels Association (ABKA) and Sevierville Chamber of Commerce in our town. They are helpful for our business to attract more customers from our

local and out of states. We see many of our hearing customers trust us to take care of their dogs while they are away. All of our customers are satisfied that their dogs are happy and in good care.

Our dogs' veterinarian took care of them very well and he tried to communicate with us by the papers or read his lips without any sign language. We have no problems with him because our town has small number of people to live here and he met us as first Deaf clients about three years ago. Since we opened our kennel business, two of the Veterinarian in my town recommend their clients to go to our kennel for boarding. We can see that's good sign for us. We do know some of our deaf friends who have problems with veterinary in other cities due to discrimination and lack of communication. They have a lack of communication between them and their Deaf clients.

Since we opened our kennel business, we learned about pet industries that they do offer the TDD phone line. We know of only two of the dog food companies have TDD phone number for consumers affairs (Pro Plan of Purina Co. and Hill's Science Diet) and one of the wholesale pet supplies companies has TDD phone (R.C. Steele in Brockport, NY). We are satis-

fied with their TDD service so far. We know other pet industries will try to work on the TDD phone systems in the future; that's what we were told. We do not think the industry are ignoring our deaf community but they do have a lack of knowledge about deafness. We believe when deaf people to become the owner of any pet industry or veterinary in the future because we can see the Deaf owners of any pet business as training school, and pet supplies store is growing.

We know of some deaf people who dreamed to be Deaf veterinarian in the future and we would like to tell them to keep it up and not to give up on them from any pressure from some private organization as AVMA or others. We will not let them to turn down on Deaf people's dream. Since we, the Deaf owners of the kennel, became a member of ABKA, they do not have TDD phone line and no interpreter in any regional meeting in U.S. We hope that we will work with them to improve their service for the Deaf people in the future. We believe that veterinary/pet industry do have lack of acknowledged about ADA law or any service for the Deaf because nobody or small group teach them. We want to encourage any Deaf owners of any pet business to teach them

LETTERS

so they will learn something from us.

Our question is, will NAD help us? We think NAD should be, because they work on any issue for our deaf rights. You can see what happening to NAACP about "Denny's" restaurant's situation? That's good for their job but what's about ours? That's our question.

**Paul M. Robertson, Jr.
Angela Robertson**

Deaf owners of The Smoky
Mountain Kennel
Sevierville, Tennessee

Editors' note: The kennel is a half-hour's drive from Knoxville.



A vet's sacrifices—and rewards

My daughter is a wildlife vet, hearing yes, but. The amount you have for salary only a few make. Becoming a vet is harder than being a people doctor. There are only 28 Vet Schools in the USA, 24 of them at the east coast. From the age of 9 my daughter knew and worked very hard to go to one, that involved working from the age of 14 after school volunteer in Vet Hospital every day. No social life at all. You need 'A' to even

be in the top to get accepted. By luck and sheer will power beyond my understanding she made it. She works as a wildlife vet now, makes between \$12,000 and \$17,000 a year, works 60 to 80 hours a week and has to look every year for a new job. And the surprising thing is, there is a line in front of her for every job. Those people love what they are doing and sacrifice their private life for it and happily, so I might add.

Christine Ackermann
Whittier, California



A dog's view

Dear Editor:

Arf! Arf! As our masters read/signed the article on "Vet/Pet Services: Ignoring the Deaf Community?" to us, we as the pug dogs, realized how fortunate we are to have our own Deaf veterinarian, Dr. Stan Kunin, right here in the Greater Los Angeles area.

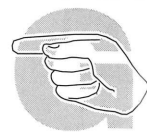
Arf! Arf! It is true that when we first came to live with our Deaf masters, we had some trouble with the hearing veterinarians—some could not communicate at all, others did not care to try—and one boldly stated that we should not be owned by any Deaf person at all. Weird, huh?!

Woof! Woof! We have been in care of Dr. Kunin for over 7 years now. As we observe on every visit with him, he would patiently explain everything to the pet owners such as ours. He makes them feel good about having their own pets. Not only that, but he always seems to be happy to see us as well as our masters. We are more comfortable in the signing environment. We discovered that the Deaf Veterinarians would be more adept at taking care of any animal, not because he can't hear, but because he/she can see better and feel more acutely.

Woof! Woof! Please do inform your readers that we are not being ignored—we know our masters do not feel ignored, too. We have been just lucky and grateful to have Dr. Kunin in our community. Although he has his office about 22 miles away from our home, it is worth every trip we make to his office. His staff, all hearing, is highly trained, courteous and helpful. The office has its own TDD, too!

Arf! Woof! Arf! Woof! In spite of how lucky we are, we want to thank you, **DEAF LIFE** staff, for bringing out this problem out in open. We, all the dogs and cats of all the Deaf communities, hope to see this problem being solved very soon.

Paws of thanks and pug hugs,
Abbey and Mr. Macho
Los Angeles, California



FOR HEARING PEOPLE ONLY™

Do deaf people face discrimination, and how often?

—Asked by Elizabeth A. Brietkrietz, Cottage Grove, Minnesota

Almost as soon as the Americans with Disabilities Act became law, deaf people began filing lawsuits against various city, county, and state agencies, *and* companies, charging them with discrimination. This doesn't mean that these deaf citizens were merely waiting for the first opportunity to stir up trouble, but that they now had the opportunity to press for the kind of changes they wanted—their rights.

Yes, deaf *and* hard-of-hearing people have long been discriminated against, and still are. Our history is one of injustice. Living in the modern era hasn't magically nullified it. Discrimination takes blatant and subtle forms. Blatant discrimination is when a firm refuses to hire a deaf job-seeker "because we need someone who can use the

telephone." Ten years ago this *might* have been a legitimate concern. Now, with around-the-clock relay service in all states, and the greater ease of making interstate and international calls (to say nothing of affordable TTYs, fax, and modems), it's no longer a good excuse. Subtle discrimination is more difficult to catch. ASL-Deaf people used to shun many prestigious jobs because employers didn't want to hire non-speaking deaf, claiming they "wouldn't fit in" or "might have too much difficulty communicating." Many highly-qualified Deaf people still get passed over in favor of non-disabled *or* disabled hearing persons. That way, the employer can comply with the ADA while avoiding the messy problem of hiring Deaf people.

Today, deaf college graduates

are venturing into new and untraditional fields. This is encouraging, but the majority still face the traditional barriers of underemployment, lack of mobility, substandard salaries, and prejudice. Deaf people, especially those for whom ASL is their first language, are still hampered by the old English-literacy problem and lack of access to the same information their hearing peers take for granted. Technological advances like computer-assisted notetaking, real-time captioning, and E-mail make it easier, but the literacy/communication barriers are still formidable. Many of our readers agree that deaf people do NOT get salaries commensurate with those of equally-qualified hearing workers.

Still, we've come a long way

DO NOT PHOTOCOPY
WITHOUT WRITTEN
PERMISSION
All rights reserved.





DO NOT PHOTOCOPY
WITHOUT WRITTEN
PERMISSION
All rights reserved.

from the days that Senator Tom Harkin recalled in his speech at The DEAF WAY in 1989: his deaf brother Frank had been told he had *three* career choices: printer, baker, or cobbler. We haven't yet reached the point where we have Deaf mayors and congresspeople, or deaf administrators of "hearing" institutions. (It's enough of a challenge getting qualified deaf people to represent a deaf constituency.)

When parents and administrators boast about the success of their oral deaf children and students, we feel that there's a subtle backlash at work. The message seems to be: Get your kid fitted with a cochlear implant, send her to an oral school or mainstream her, and voilà!—instant success.

Do we face discrimination in our everyday lives? We certainly do. When a popular public lecture series neglects to arrange for an interpreter, offering feeble excuses for not having one. When we can't find captioned videos or cable programming. When community services are inaccessible to us. When we explain to a store clerk, "I'm deaf. Could you please write that down for me?" and the clerk walks away. When some deaf children, expressing their ambitions, are told, "You can't do that, you're deaf!" ■

SIGNS OF THE MONTH ANIMALS, #8



COW/CATTLE



GOAT



***SHEEP/LAMB**

*This sign is "iconic"—it represents a pair of shears (large scissors) shearing the fleece from a lamb or sheep. (Since many lambs and sheep get shorn annually, the sign for shearing represents the animal.)

EDITORS' NOTE: If you have any questions about the correct formation of signs or facial expressions, ask a Deaf friend (i.e., a native ASL user) or a certified sign-language teacher. Copyright © 1994 by MSM Productions, Ltd. Illustrations by Robert L. Johnson. Manual alphabet by Tony L. McGregor.

Have a question about Deaf people and their culture?...Write to:
FOR HEARING PEOPLE ONLY™, Box 23380, Rochester, NY 14692-3380.
All rights reserved.



William and Eliza Willard and the history of Indiana School for the Deaf

"A day when deaf people and their language are completely accepted—no, more than that, truly welcomed—a part of the family of man, in which God created diversity not to oppress the minority who are different but to enrich the lives of all."—Laurent Clerc

Beginnings

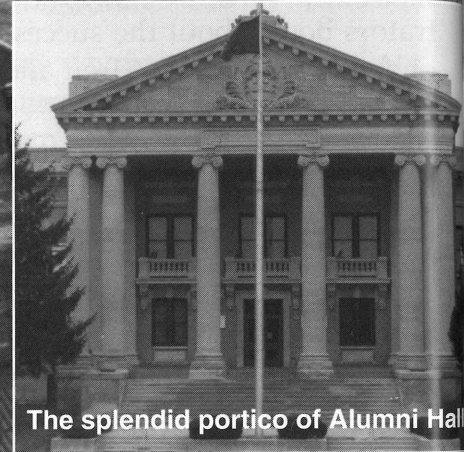
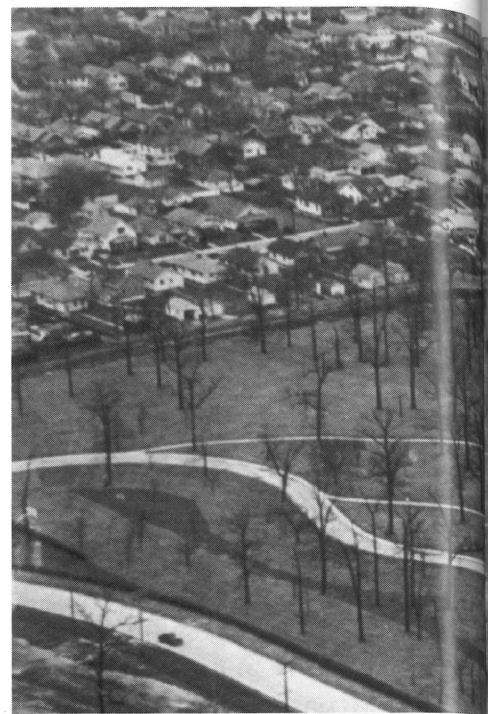
On November 1, 1809, Sarah Goodrich Willard, of the small community of Rockingham, Vermont, gave birth to her seventh child. Her husband Isaac had died two months earlier. The baby was named William after Isaac's father. Sarah provided for her family, and William contributed to its livelihood. He was taught to do an honest day's work, and to value education. Several members of the family had been early students at Harvard College.¹

At age 6, William contracted spotted fever (i.e., spinal meningitis). He recovered but, as his family quickly discovered, the fever had destroyed his hearing. He was now deaf.

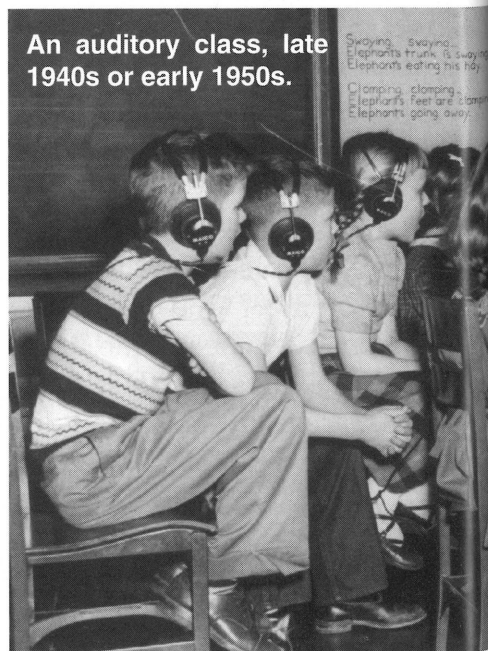
There were no schools for deaf children in the United States. Sarah sought help in getting an education for him, and refused to give up. She discovered that only two years after William had been deafened, Mason Fitch Cogswell, a prominent citizen of Hartford, Connecticut, had sponsored the establishment of a school for school for deaf children. His daughter Alice (born 1805) had also been deafened by the spotted fever, and, having no opportunity to obtain an education, had been the motivation for her father's efforts.

In the summer of 1816, Cogswell's neighbor, the Rev. Thomas Hopkins Gallaudet, returned from his trip to Europe, funded by Cogswell and other leading citizens of Hartford. His mission had been to investigate methods of instructing deaf children. He brought back with him a Frenchman, Laurent Clerc, one of the first truly educated deaf people. Gallaudet had met him in London, worked with him at the Institut National in Paris, and persuaded him to accompany him to Hartford. And Clerc brought with him his own elegant French Sign Language, a means of communication and education for deaf people. The "Hartford Asylum" opened on April 15, 1817.

Sarah Willard took William to Hartford and enrolled him in the

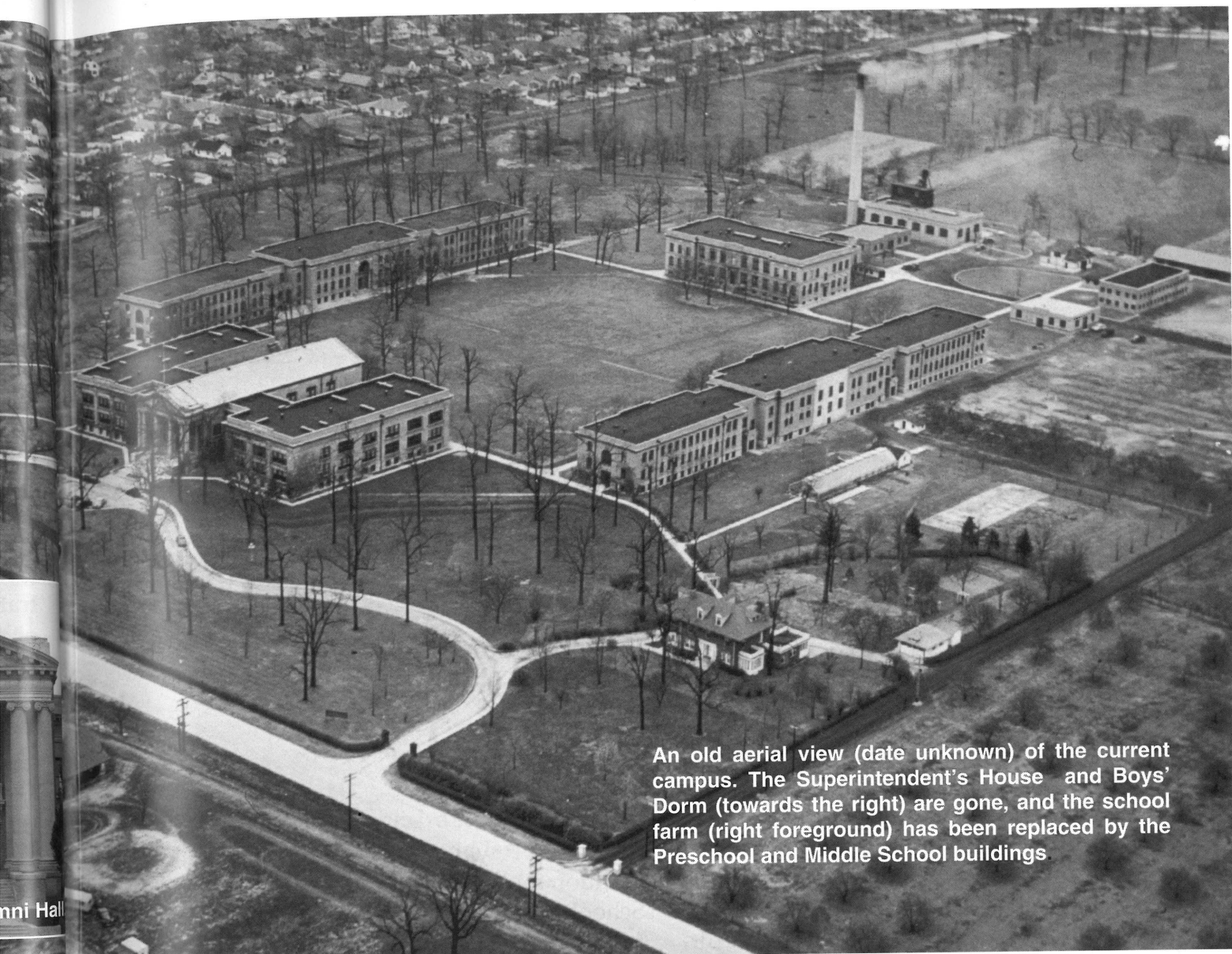


The splendid portico of Alumni Hall



An auditory class, late 1940s or early 1950s.

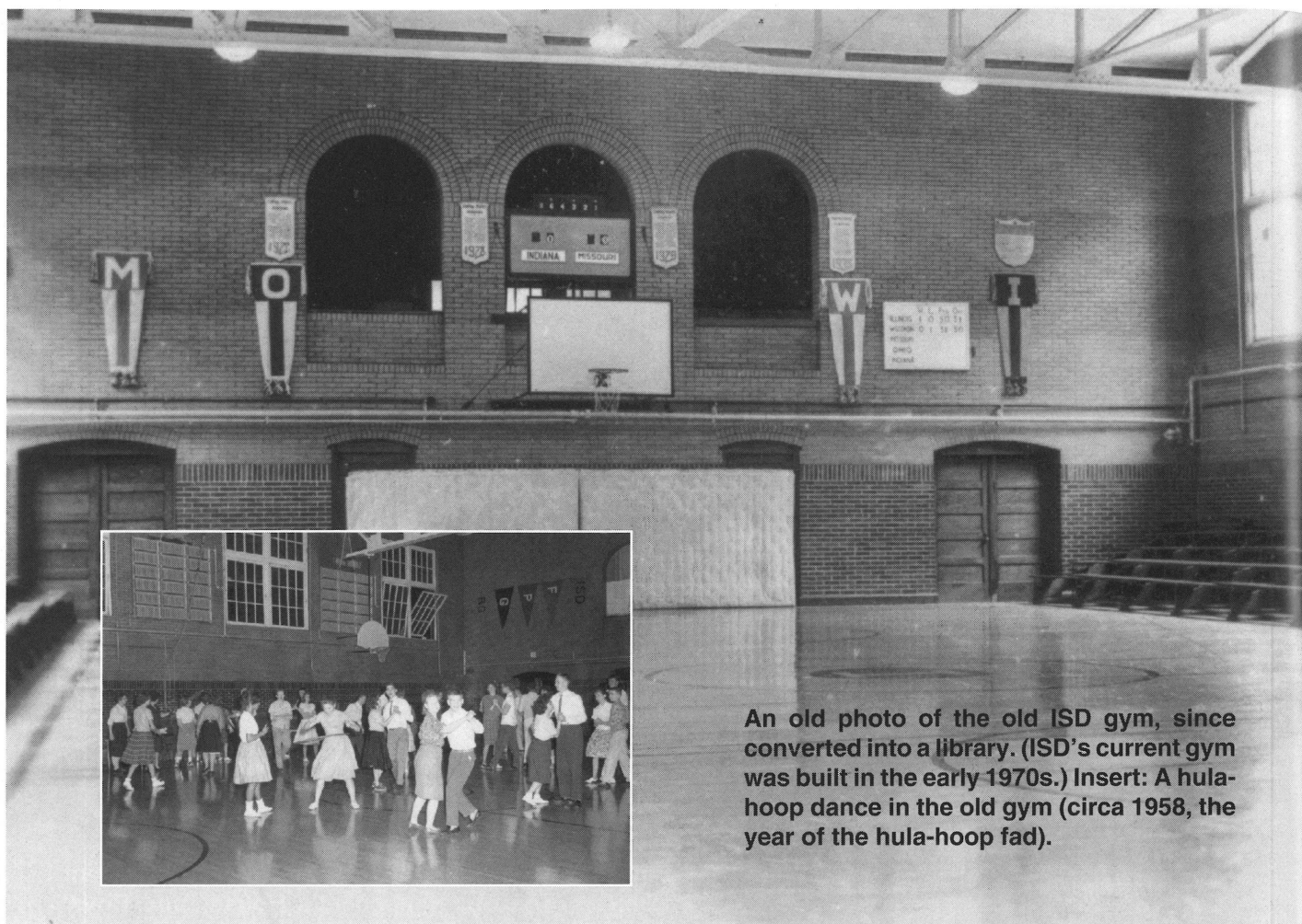
Swaying, swaying.
Elephant's trunk is swaying.
Elephant's eating his hay.
Clomping, clomping.
Elephant's feet are clomping.
Elephant's going away.



An old aerial view (date unknown) of the current campus. The Superintendent's House and Boys' Dorm (towards the right) are gone, and the school farm (right foreground) has been replaced by the Preschool and Middle School buildings.



The woodworking shop, circa 1930s.



An old photo of the old ISD gym, since converted into a library. (ISD's current gym was built in the early 1970s.) Insert: A hula-hoop dance in the old gym (circa 1958, the year of the hula-hoop fad).

Asylum on May 22, 1824, as its 132nd student. He was 14 years old and eager to learn. He became Clerc's student and thrived under his tutelage; he spent what must have been an exciting and fruitful five years at Hartford with Clerc and his classmates. Clerc instilled in young Willard his dream of providing an education for all deaf people in the States.

"Fresh and full of spirits"

In 1829, Willard left Hartford. Although he lacked a degree, he was a man of superior intelligence. His first endeavor was to establish a private school for deaf children in New York City. He worked diligently as a tradesman as well. But the New York Institution for the Deaf and Dumb (later New York School for the Deaf—"Fanwood"), which had gotten off to a shaky start in 1818, had taken most of his potential students. His efforts failed. But that initial failure was brief. Soon afterwards, he was offered and accepted a position as one of the first teachers at the newly-established

Columbus Asylum for Mutes (later the Ohio Institution for the Education of the Deaf, now Ohio School for the Deaf). He remained in this position for the next 10 years.

At the Columbus Asylum, Willard dedicated himself to his work, developing a reputation as a moral and diligent teacher. He was baptized on January 5, 1834, by the Reverend James Hoge, a prominent Presbyterian minister who headed the effort that established the Columbus Asylum. Although Willard was an instructor of religion there, his enthusiasm went beyond his professional obligations. He rented a pew in the Third (now Tabernacle) Presbyterian Church, where, after his marriage, he and his family attended regularly.

Around this time, he met Elizabeth (Eliza) Young, a student at the Columbus Asylum. She was born on December 16, 1817, in Summerville, Butler County, Ohio. Unfortunately, very little else is known about her. Her first acquaintance with William was undoubtedly as teacher-and-

pupil, but as she matured and finished her studies, entering the adult life of the Columbus Deaf community, their relationship changed. They were married on September 17, 1839, in Oxford, Ohio. It was to prove a long, happy, and prosperous marriage and a successful educational partnership.

They already had two young daughters when they decided to move to Indiana. Once again, William planned to start a private school. It was to be a joint venture; Eliza would be teacher/caretaker to the female students.

It should be noted that this was not the first attempt to found a school for the deaf in Indiana. In February 1843, the state, although nearly bankrupt, recognized its responsibility to educate its deaf residents by levying a tax of two mills (1/1000) on each \$100 worth of property. Money generated from this tax was appropriated for a school for deaf children. The state also rewarded the efforts of James McLean, a deaf man from New York, with payment of \$200 in recognition of his attempt to establish a school in Parke County. While his efforts lasted only a year (with 6 pupils), they served to draw the attention of the General Assembly to the need for education of deaf children in Indiana.

In May 1843, Willard rode to Indianapolis and presented himself with credentials to the General Assembly, proposing the establishment of a school for deaf children. He later wrote: "I first started for this state traveling on horseback from Ohio. At this time the country was sparsely settled and covered with grand, tall trees. After days of difficult traveling, I reached the capitol, fresh and full of spirits." Those high spirits were well rewarded. On May 30, the General Assembly enacted a resolution endorsing Willard's interest in opening a school and proposing that he visit various parts of the state to stir up interest in the education of deaf people.



**The
"Indiana
Asylum"
became the
sixth state
school for
the deaf—
but the
first one
to provide
free
education.**

He posted notifications of his intentions in the various newspapers around the state:

School for the Deaf and Dumb

The Undersigned, for ten years an instructor in the Ohio Asylum for Mutes, has been encouraged to remove to Indiana, with a view of aiding in the instruction of the Deaf and Dumb in this state.

In accordance with the advice of gentlemen from various parts of the state, I will, on the first Monday of October next, open an institution in Indianapolis, which will, until provision is otherwise made effectually, as in other states, have to be limited to such pupils as can be supported, as to boarding, etc. by their friends. For their tuition I will make no charge. A suitable building, for present use, will be provided. Boarding can be had for one dollar and fifty cents a week. It is desirable that those who propose coming should be [there] promptly to begin the session, which will continue ten months having the vacation in August and September.

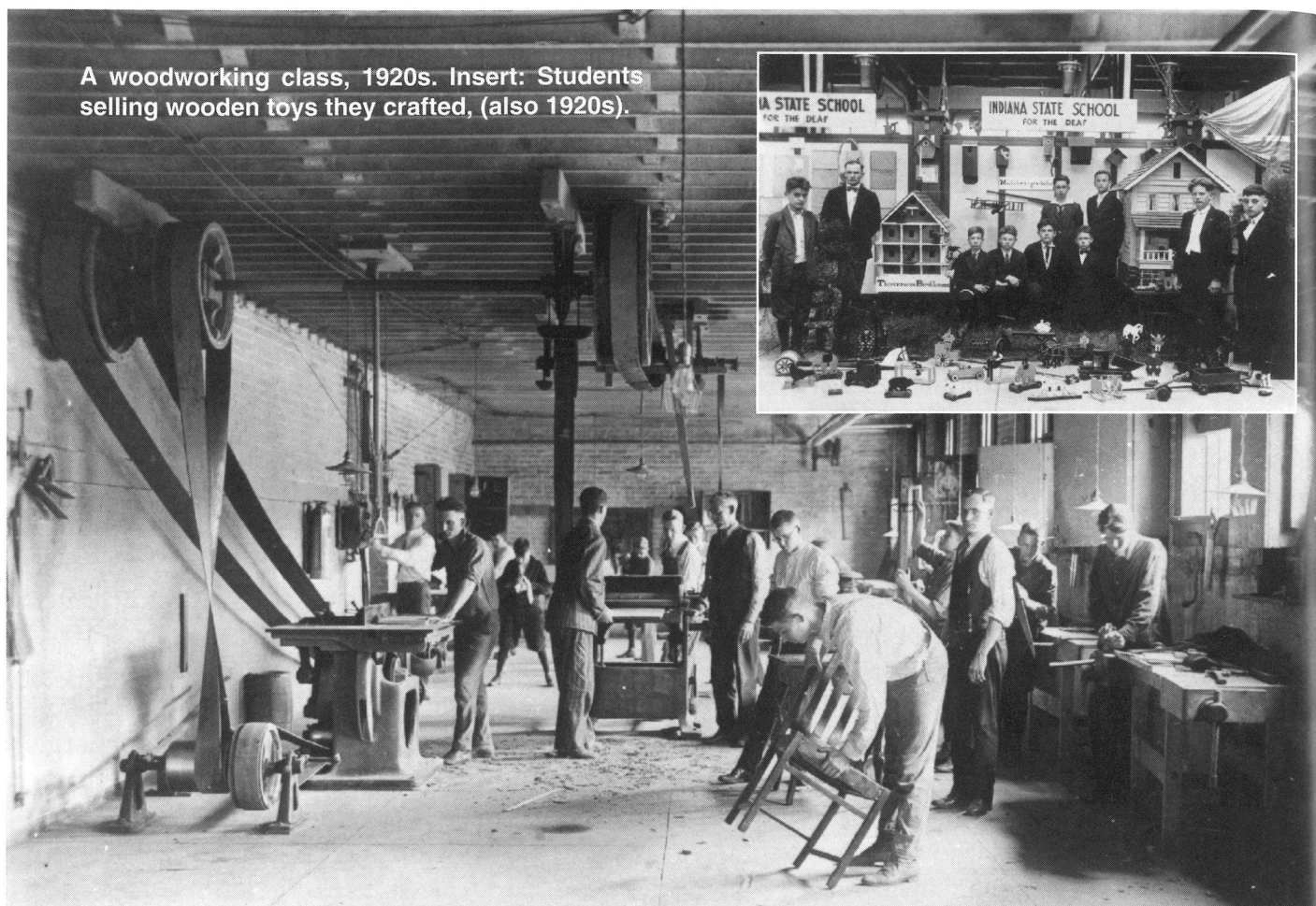
I will not only personally instruct, but constantly superintend the manners and morals of the pupils and I therefore prefer boarding in the same house. The females will be under the additional oversight of Mrs. Willard both in instruction and care.

William Willard²

He then spent the greater part of the summer of 1843 riding across the state on horseback, at his own expense, scouting for potential students. Eliciting the support of the public, he demonstrated his methods and explained the benefits of instruction to anyone who was interested, and recruited students for his school. Fundraising was not his objective. Finding deaf people was.

Superintendent Thomas MacIntire later

A woodworking class, 1920s. Insert: Students selling wooden toys they crafted, (also 1920s).



wrote of him: "Being a gentleman of no ordinary intelligence, of pleasing manner and affable address, he was eminently successful in the object of his tour."

For a deaf man traveling alone, such a mission was not without danger. He later wrote, "I often risked my life on coming in contact with the people, when I was feeling for paper and pencil, which were necessary instruments by which I converted my wishes into writing. My peculiar motion of hand, of course, so alarmed the people that they made for a rifle." Yet he survived—and succeeded.

On October 1, 1843, William and Eliza Willard opened their semi-private school in Indianapolis, with 12 students in attendance.

"Insight and knowledge"

The Willard School was located on the north side of the old National Road between Capitol Avenue and Illinois Street (now the Indiana Repertory Theatre in Downtown Indianapolis).³ While the students' families were responsible for pay-

ing for boarding (accommodations and meals), they paid nothing for instruction. The school prospered. During its first year, the total enrollment climbed to 23, but the maximum attendance at any time was around 19.⁴

When the General Assembly convened the following December, they felt duty-bound to take up support of the Willard School. An Act of January 15, 1844, established the "Indiana Asylum for the Education of the Deaf and Dumb." It became the sixth state school but the first one to provide free education to deaf children and young adults.⁵ Willard was appointed principal, at a salary of \$800 a year. But Eliza Willard's direct connection with the school ended.

The state rented for it "a large and commodious two-story frame house with pleasure grounds of sufficient extent to afford the pupils ample opportunity for exercise and recreation." The recently-finished building was located on the southeast corner of Maryland and Illinois Streets. This is considered the first site of the state-supported school, but honor and recognition are given to the

Willard School as the true beginning of the Indiana School for the Deaf.

Because of the ever-expanding number of students, the state sought more appropriate accommodations for the school. It secured the large, imposing three-story brick "Kinderblock" building on the south side of Washington Street between Delaware and Alabama Streets.

According to the official guidelines for the school, admission age ranged from 10 to 30 years. Pupils were required to take a 5-year course to earn a certificate. The school was open to deaf out-of-state students whose families paid \$100 per annum.

Benjah Nordyke, a fellow Deaf teacher and close friend of Willard's, described the early days:

Finding the school was a difficult task for the students. Traveling through almost pathless woods in a country that had no mass transportation other than canals or horse-drawn omnibuses, many of the students, most of them fully grown, walked many miles with their trunks on their shoulders. Others traveled by covered wagon with a dog underneath. They brought with them their blue jeans, corduroy clothes, calico and homespun dresses. Farming, splitting rails and chopping wood were the only trades to be learned for Deaf people at that time. However, these people had received enough insight and knowledge to make their lives happy and content.

The first linguistic analysis of ASL?

In the collection of the Indiana Historical Society is a small booklet of ruled paper containing samples of students' handwriting. It is titled "Specimens of different pupils' handwriting/in copying/An extract descriptive of the sign language./Indianapolis, July 1845." This dates from Willard's second year of teaching in Indiana and the first year that the state supported his school.

Willard recognized the importance of good "public relations." During that first year of state sponsorship, he was, no doubt, under much scrutiny by the curious and doubtful. He would have had samples of his students' work to offer visitors, much as past educators of deaf people had demonstrations and samples of their students' work for the public to see. What better method for presenting a written analysis of "the sign language" which was used at the school?

1994 ASL Festival™ Has Something For EveryONE

LOS ANGELES AREA, POMONA, CALIFORNIA

SATURDAY, NOVEMBER 12, 1994 • DAY

Deaf Expo



• 8 AM - 6.30 PM •

- ◊ Special service for all religions.
- ◊ Technology Update Exhibits!

- ◊ Mini-Health Fair.
- ◊ Art Exhibits by Deaf Artists.
- ◊ Seminars by knowledgeable speakers.
- ◊ Voice-over interpreters will be present.



BUILDING 6 & 7 At the Fairplex.

- ◊ Children activities.
- ◊ 150 various exhibit booths.
- ◊ Huge building facilities.

ADMISSION: \$7.00 per person. UNDER AGE 6 FREE. (\$12 at door) LIMIT: 10,000 PEOPLE

SATURDAY, NOVEMBER 12, 1994 • NIGHT

Deaf Extravagant Night



• Bernard Bragg in 'Only In Our World'
• Visual lighting music show

Bernard Bragg, actor, mime & comedian.

• 6.30 PM - 12.30 AM •

- ◊ Dinner buffet provided by C&C Catering.
- ◊ Cash bar.
- ◊ DJ music, Visual Music Lighting Show & dancing!
- ◊ 'Only In Our World' performance by Deaf actor Bernard Bragg.
- ◊ Great Door Prizes will be given away!

ADMISSION FOR COMBO: \$25.00 per person for both Day & Night.
ALL AGES. Dress: Semi-formal. Tickets must be purchased in advance. LIMIT: 1,000 PEOPLE

Come & Join The BIGGEST Deaf Event In 1994!

The 1994 ASL Festival™ will be during the Veterans Day Memorial weekend ... two weeks before Thanksgiving, a great opportunity to take one week off, fly to the Los Angeles area on Friday, join the ASL Festival™ on Saturday, visit famous South California at-



tractions on Sunday, join David Balacai's Post-ASL Festival Cruise on Monday, and fly back home on Friday! Call the official ASL Festival™ travel agent and let them arrange your discounted airline ticket, hotel room, car rental, and the Post-ASL Festival™ Cruise!

Telecommunications Relay Service



BankAmerica Corporation



General Motors

0000 GLAD

MONDAY, NOVEMBER 14, 1994 • 5 DAYS/4 NIGHTS

Post-ASL Festival Cruise

David Balacai has organized a 5 day/4 night interpreted cruise on RCCL's Viking Serenade ship to Baja Mexico following the ASL Festival™. Lots of fun is guaranteed on this great ship ... at low prices!

Sheraton Suites Fairplex also has special rates which includes breakfast and parking. Shuttle service to & from Ontario International Airport is also available.

Magnolia Travel, the official ASL Festival™ travel agent, can arrange your discounted airline ticket, hotel room, car rental, and the Post-ASL Festival™ Cruise. Call Peggy Hughes at 800/376-3178 or 714/963-9824 TDD/V.



Royal Caribbean
You've Got Some Royal Caribbean Coming

ASL Festival 1994 Request Form

The ASL Festival™ will be located in 100,000+ square feet of indoor space at the Fairplex which is the same location as the Los Angeles County Fair. If you are an artist or organization interested in participating, you can also mark the appropriate boxes below:

- ☐ - Art Exhibit Information Request
- ☐ - Exhibit Information Request
- ☐ - Food/Beverage Vendor Request

TICKET ORDERING FORM

NAME: _____
GROUP: _____
STREET: _____
CITY/STATE/ZIP: _____
PHONE #: () _____ [] - TDD [] - Voice
_____ - DEAF EXPO (Day Only) Ticket(s) @ \$7.00
_____ - DEAF EXTRAVAGANT (Day & Night) Ticket(s) @ \$25.00 (limited)
[] - Check [] - Money Order TOTAL: _____

ASL FESTIVAL PROJECT

4717 Laurel Canyon Blvd., #210, North Hollywood, CA 91607-3944
For Info: ASL Festival TDD Hotline - 818/760-3352



Sheraton Suites Fairplex

Potomac Technology

Everything you need under one roof!



NEW!

Ultratec's new Uniphone 1100™ combines advanced features of a TTY and a standard telephone with an amplified handset. It's the telephone your whole family will share!

Potomac Technology has a complete line of Ultratec TTYs to choose from. From the desktop Superprint 4420 to the pocket-sized Compact, we'll help you find the TTY that is best for you!

We also have a variety of assistive listening devices including:

- FM Systems
- Door Knock Signalers
- Bed Vibrators
- Clock Timers
- Phone Amplifiers
- Audio/Visual Smoke Detectors

Potomac Technology is your one stop for everything from TTYs to ALDs.

CALL FOR A **FREE CATALOG**

Toll Free 1-800-433-2838 (V/TTY)

Potomac Technology

Please send me a FREE catalog of TTYs and assistive devices:

Name

Address

City

State/Zip

Potomac Technology, Inc.
One Church Street, Suite 402
Rockville, MD 20850-4158
301-762-0851 (TTY)
301-762-4005 (V)
Call Toll Free: 1-800-433-2838 (V/TTY)



Your Single Source for Assistive Devices

Choose from our complete line of Ultratec TTYs, including the new *Uniphone 1100™*: the all-in-one telephone that combines advanced features of a TTY and a standard telephone with an amplified handset—the telephone for everyone! Or, choose the *Superprint 4420™*: the most advanced printing TTY available. *And much more!* We offer a full range of assistive devices including visual and vibrating alarm clocks/wake-up devices, telephone amplifiers, TV captioners, and many others.

Call today for a
FREE CATALOG

1-800-233-9130 (V/TTY)



WEITBRECHT COMMUNICATIONS, INC.

2656 29th Street, Suite 205,
Santa Monica, CA 90405
(310) 452-8613 (V)
(310) 452-5460 (TTY)

He could educate his visitors while displaying the skills of his students. An excerpt:

There is a class of signs more artificial than those we have considered, and therefore, at first sight, less readily intelligible, but when the general principle upon which they are formed is understood, they often become not only more convenient but more intelligible and distinct than such as are strictly natural. They consist in pointing to or exhibiting certain objects, intending, not those objects themselves, but the forms, positions, qualities and motions of other objects which the objects pointed to or shown, may suggest. Thus to convey the idea of a particular color, we point to any object in view of that color; in describing an absent person we may indicate his general appearance by pointing to a person of similar appearance.

Under Willard's guidance, each student copied two or three paragraphs of this "extract." It is written in the first person, obviously by someone Deaf. There are references to the signs being used in "our school." While there is no byline, Willard is the most likely author of the text, as he and Eliza were the only Deaf instructors at the school at the time. (His signature appears on the cover of the book, and the rich, fluent, clear style of the "extract" is very much his own.)

Thus, Willard was probably the first person to analyze and record basic grammatical rules of what we now call ASL. His "extract" discusses "descriptive" and "indicative" signs, and concepts that are now called iconicity, concrete and abstract signs, sign-mime, Gestuno (universal signs), and classifiers. In doing so, he predated Dr. William Stokoe—the first hearing scholar to subject ASL to linguistic analysis—by nearly 150 years.



**In
recognizing and
recording
some
linguistic
rules of
ASL,
Willard
predated
Dr.
William
Stokoe
by nearly
150 years.**

A new campus

The school continued to grow. When the time came to relocate it again, there was some disagreement as to where it should be sited. Several cities vied for the honor. The primary rivalry was between Indianapolis and Bloomington, the seat of Indiana University. Indianapolis was finally chosen, with grounds being selected just east of the city (east of State Avenue and south of the old National Road, across the street from the Willard House).

When this site was chosen, many thought it too far out of town for anything but a "rural" school. Its location on the National Road was somewhat in its favor, though, and those opposed to having the school so far out in the country allowed its proximity to a good highway as the only point in the site's favor.

How did it get chosen? In 1846, Willard purchased around 80 acres of land just outside of the city limits of Indianapolis, for \$1,300. This was comprised of land bordering today's New York Street to the north and the old National Road to the south. Willard built a house there just before the campus was constructed. Having already located east of the city, he apparently had influence on the purchase of land adjacent to his, and the subsequent construction of the new school.

The state purchased 30 acres of land across the National Road from Willard's property (and a smaller reserve tract adjacent to it). As soon as the main building was finished in 1850, the school moved there. It was constructed at a cost to the state of \$30,000. The Legislature of 1850 approved the purchase of more land "adjoining the Asylum for the Deaf and Dumb." This made a total of about 124 acres purchased for \$6,000 and provided room for crops and the teaching of agricultural methods. With Willard's 80 acres to the north of the National Road and the school's 124 acres to the south, the area

just to the east of the city limits was an enclave for Deaf people and the beginning of a Deaf cultural center in Indiana.

The impressive new Greek Revival main building was designed by Indianapolis architect John R. Elder. His plans were later revised by architect Francis Costigan of Madison, who added the front steps and cupola.

On October 2, 1850, the seventh annual session of the school began in the new quarters on the southeast corner of State and Washington Streets, with 141 pupils in attendance. It was described in 1884 as being 105 acres of "grounds beautifully ornamented with forest and other shade trees and various kinds of flowers and shrubbery with winding walks and drives, and a conservatory, besides playgrounds and an orchard and vegetable gardens. A larger portion of the land is used for pasture and farm goods."

There was a court between the administration building and the two dormitories in back. With its cobblestone pavement and tall dark walls, this court had the appearance of an old English causeway. There was also a popular baseball diamond where the school's team, the "Silent Hoosiers," played, using signals no other team could read. Their skill brought fame to the school.

It remained at this location 61 years, until October 1911.

Willard House

Just before the state built the school for the deaf across the street, Willard built an impressive house in the Greek Revival style which would be mirrored in the facade of the school building. With its lofty Doric portico flanked by two wings, it was considered one of the finest houses in Indianapolis.

Originally, the house stood well back from Washington Street, with a south orientation, and was reached by an avenue of fir trees, with stables, gardens, and orchards in the rear. In a nearby clear running streamlet, Pleasant Run, the Willard children fished for minnows. It was a beautiful site—prime property.⁶ The house had 10 rooms and few fireplaces, but, following the New England custom, large stoves.

Later the house was moved to the rear of its lot, facing west instead of south, possibly to bring it

closer to their daughter Mary Jane's house (which stood in the orchard), or, more likely, to vacate land to be sold.

A few photographs of the house survive. It was built of good native timber—mostly yellow poplar—and withstood the onslaught of one tornado and more than half a century of Indiana weather. By 1931, when a local artist published a drawing of it, the 84-year-old house at 17 North State Avenue was derelict—empty and sadly neglected. It has long since disappeared.

Offspring

The Willards had six children, all hearing. In those days, virtually the only professions open to women were those of governess, teacher, or housekeeper. Eliza had responsibility for coordinating the household affairs. As a working mother, she employed a governess to assist her in caring for her large family. The Willards were financially well-off, with a fine, well-furnished house. Since it was situated right across the street from the school, Eliza and the children must have visited the school often and took part in the activities.

They were a strong, educated family. The five daughters—Sarah Elizabeth, Mary Jane, Cynthia Adelia, Meriel, and Josephine (Josie)—attended the local M'Lean Female Seminary. All married and had children (Meriel adopted two). Numerous descendants of the Hough, Fontaine, Iliff, Wheeler, Hightshoe, Rooks, and Conover families can trace their genealogies to the Willard sisters.

Mary Jane often interpreted for her father and traveled with him when he attended various educational conferences and conventions. She became a teacher at the Indianapolis school. Josie also accompanied her father or interpreted for him.

The only son, William J. (Willie), was a troubled character who stole from his parents, ended up in reform school, ran away, got into debt, was "rescued" by his father, drifted off again, and died unmarried at age 25, probably of cancer of the cheek.

"Relieved from duty"—or forced out?

During the 1861-62 school year, the teachers at the school were promised a raise in pay if addi-

tional money could be obtained from the state. If this was not possible, they would receive the same amount they had gotten the previous year.

Money was not forthcoming, so there was no raise. All the teachers received the previous year's salary—except William Willard, whose salary was *reduced* by \$100. It was evidently not a bookkeeper's slip of the pen, but a deliberate act. Willard immediately tried to rectify the situation but was told that this would require an action from the Board of Trustees. He asked Superintendent Thomas MacIntire to bring this matter before the Board. MacIntire asked Willard to present himself to the Board. In a forceful and dignified letter (February 5, 1862), he presented his case clearly:

(...) It remains open for the Board to consider whether it would be just or even expedient to lower myself singly from the regular standing on which I have been placed for a few years past, as regards salary—On my part I considered this a matter of permanent bargain until specially, and mutually agreed, or fixed otherwise. . . .

I have labored long and assiduously to merit and attain a regular standing with the most favored teachers in our Institution, both as regards consideration and salary which I trust the present Board can afford to accord me, all things considered, without any departure from the dictates of justice, sound wisdom and durable policy.

Respectfully submitted

Wm Willard

The next day, MacIntire presented Willard's case to the Board, which declined to change Willard's reduced salary. One Board member was willing to vote the additional \$100 at the end of the year, but the others weren't inclined to do even that. It isn't clear how this matter was resolved. Willard continued to teach until 1864, but his retirement was evidently marked by unexplained tension between him and the Board. His surviving letters indicate some sort of dispute about his picking up his pay.

According to the school's annual report of 1864:

Mr. William Willard, who for over thirty years has devoted his entire energies to the

education of the deaf and dumb, and who originated this Institution, and who has been more intimately identified with its prosperity than any other individual, was, on account of ill health, relieved from duty on December last, and has retired to private life. He carries with him the sympathy and respect of the pupils, the high appreciation of his associates for intelligence and worth, and the best wishes of all who have known him for his future prosperity and happiness.

—Thomas MacIntire, Superintendent

Since Willard lived for another 24 years, active almost to the end, his health was *not* in decline. Was he forced into retirement? Did he refuse his final pay to protest his treatment? MacIntire seemed to support Willard, but the Board of Trustees obviously did not.

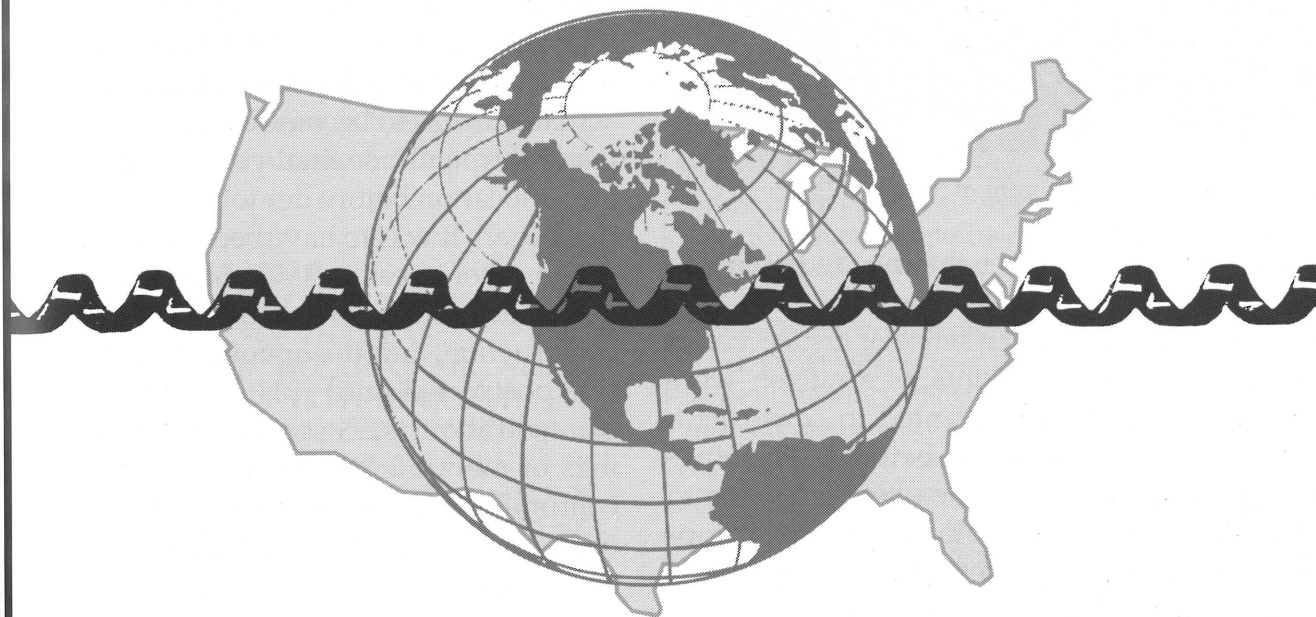
An April 5, 1866 entry in Willard's account book describes a visit to Justice Sullivan's office. "At 3 o'clock, the Justice proceeded to hear and adjudge the case and awarded myself \$100 damages against the Deaf and Dumb Institute for breach of arbitration . . . between myself and the Institute 1865." The 1864 rift between Willard and the Board of Trustees was apparently settled in court with damages being awarded to Willard. However, later in the year, this decision was overruled by a higher court, which ruled in favor of the Board.

A busy retirement

After his retirement, Willard continued to live across the street from the school. He visited each classroom regularly, greeting his former students. As a token of affection, he once had photographs of himself made and distributed them to his "old students" during a visit. He was popular with them; they visited him at his home, as did other prominent citizens.

Willard remained an active businessman. Buying and selling real estate, buying bonds, renting his farmlands, selling cattle and produce, he acquired wealth and helped support his children and their families in hard times. William and Eliza regularly sent money for trainfare to their daughters and grandchildren so they could come and visit. They also opened their house to their

Q. What number can you use for the best relay service anywhere on the map?



A. This is the one! 1-800-877-8973



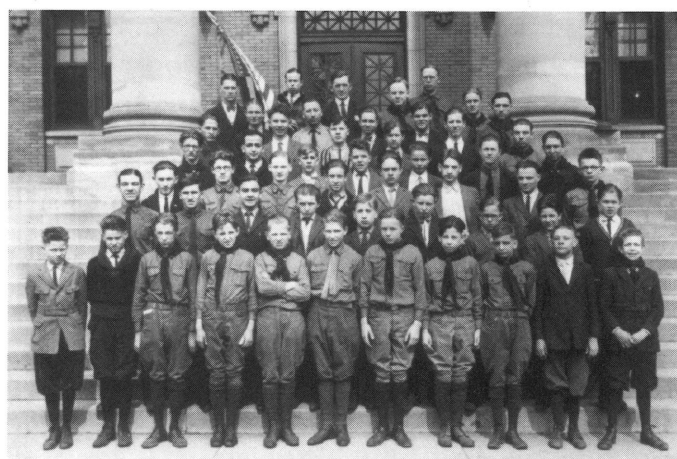
Go Ahead . . . make the call.

At Sprint we're proud to be the leader in relay services.

Providing the best relay service coast to coast, 24 hours a day, every day of the year.

- If you are in a state with Sprint as your relay provider you can continue dialing with your relay number.
- Customers that do not have Sprint as their relay provider can dial 1-800-877-8973 for interstate and international calls.

*For more information,
call our Customer Service Center at 1-800-676-3777 (TT/TTY/Voice).*



A group of Boy Scouts in front of the Main Building, circa 1920s.

children and families when they needed a place to stay.

Willard, who had a keen sense of justice, could be assertive when his rights as a citizen were involved. When the city wanted to construct a new road (New York Street) between Washington and Michigan Streets, the plans proposed to locate it through the middle of Willard's property. Through a long process that eventually led to a courtroom trial, Willard fought against dishonest surveyors of his land, and broken promises. In a letter dated November 25, 1871 to his brother Isaac, William invited him to visit for Thanksgiving and to remain to see his "debut in court."

On December 11, the trial "Willard vs. Parker" was held, during which he was questioned and cross-examined by writing. After several days, the jury decided in Willard's favor.

On April 19, 1886, William's beloved Eliza died. On August 24, he gave a presentation at the morning session of the first triennial reunion of his school's alumni association. Their report reads: "We are sad to state that this noble, good man, was physically too weak to long stand before an audience. He had become the victim of that fell destroyer, cancer, which made its appearance in his left cheek and rapidly did its fatal work." Amazingly, it appears that Willard developed a malignant tumor in his cheek, just as his son Willie had.

He died at home on February 15, 1888.

Moving north

In 1904, the state approved the construction of a new campus on East 42nd Street on the north side of Indianapolis (nearly 5 miles directly north of the old one).

That September, in preparation for its relocation, the State Commission began to sell off the East Washington Street property owned by the school. On September 30, a sale was held to liquidate the land divided into 6 tracts. The school's actual site was to become a city park. Plans were made to spend one final year at the Washington Street location before demolition of the old campus began. It was to have been vacated at the end of the school year in 1906, but various financial crises and costly overruns delayed the progress of construction, and the opening of the new school was postponed until 1911.⁷ Much public debate was held about the cost of such magnificent buildings of monumental stature. Students and staff continued to attend the now badly-dilapidated old building, eagerly awaiting completion of the new school.

Since 1911, ISD has been located at 1200 East 42nd Street, just north of the State Fairgrounds, on a beautiful 80-acre campus. Its main buildings are now registered historic landmarks.⁸

From campus to jungle

After the Washington Street campus was finally vacated, the razing of the buildings began. The wrecking crew did not find it an easy task. The heavy brick walls had been built to be permanent. The timbers—mostly valuable black walnut—looked as good as they had the day they were fitted into place. The New Wrecking Company had no trouble finding bidders for the highly-prized timber.

The stones from the doorways of the school, however, showed the wear of thousands of feet. In one doorway of the lower floor was a stone that once was 8 inches thick. During more than 60 years of service, its center had been worn down to less than 3 inches.

Along with the buildings, the Silent Hoosiers' baseball diamond was destroyed.

After the demolition was completed, an iron fence was erected to separate the State Avenue Railroad Yard from the park, which was officially

named "Willard Park."

In its early days, it was an active park which served the new communities springing up all around the east side. But as Indianapolis' borders spread with newer and more fashionable suburbs being established farther away from the downtown area, the "Near-Eastside" neighborhoods began to deteriorate and decline. As did the neighborhoods, so did Willard Park.

In 1966, the ISD student council sponsored the installation of a plaque citing the historical significance of the park. It was dedicated in October. The inscription read:

WILLARD PARK
FORMER SITE OF INDIANA
SCHOOL FOR THE DEAF

THIS PARK IS NAMED IN HONOR OF MR. WILLIAM WILLARD, A DEAF MAN WHO FOUNDED THE INDIANA SCHOOL FOR THE DEAF IN 1843 AND WHO WAS THE SCHOOL'S FIRST SUPERINTENDENT. THE SCHOOL BECAME STATE SUPPORTED IN 1844. THIS PARK IS ON THE GROUNDS WHERE THE SCHOOL WAS LOCATED FROM 1850-1911. IT WAS HERE THAT MR. WILLARD SPENT MANY YEARS OF HIS PROFESSIONAL LIFE WORKING FOR THE DEAF. THE SCHOOL HAS BEEN LOCATED AT 1200 EAST FORTY-SECOND STREET SINCE 1911.

INDIANA SCHOOL FOR THE DEAF
STUDENT COUNCIL 1966

Even though a swimming pool was installed, Willard Park continued to "go downhill." It became the target of vandals, and an eyesore. The historical marker was eventually stolen. In 1992, the park made the news as a haven for homeless people, who had constructed temporary shelters in an overgrown area dubbed "the jungle." In that sense, Willard Park continued to serve the people. However, alcohol and drug abuse and ultimately, a murder, brought public attention to the park and the conditions there. The city began a clean-up campaign; the "jungle" was removed.

At the same time, in anticipation of ISD's sesquicentennial, ISD student groups began to focus their attention on the park. Clean-up and beautification efforts, coordinated by the City Parks Department, included ISD students, and focused on the park's immediate needs, such as removal of garbage, litter, and debris.

The newly-formed Landmark Committee of the

JULY 1994

Indiana School for the Deaf
Mission Statement

We the community of the Indiana School for the Deaf provide a program that promotes academic excellence and the full emotional, social, intellectual and physical development of our students through a bilingual/bicultural environment.

Philosophy

The program at the Indiana School for the Deaf reflects a bilingual/bicultural philosophy. Following this philosophy, the program provides for early language acquisition and facilitates the development of two languages, American Sign Language and English. For most Deaf students, ASL is the accessible, dominant language used for communication and thinking, while English is learned as a second language. By fostering competencies in these two languages and by providing an academically and culturally enriched learning environment, Deaf students have the opportunity to develop a sense of identity within the Deaf community. They also have the opportunity to develop the knowledge, skills and attitudes necessary to function effectively with members of the Hearing community.

Through a holistic experience of quality education and appropriate resources, Deaf students at the Indiana School for the Deaf have the opportunity to develop to their full potential in a safe, comfortable and challenging environment.

Indiana School for the Deaf Alumni Association began the process of having a state historical marker installed as part of the sesquicentennial celebration. Through the efforts of ISDAA's Landmark Committee, ISD's Parent, Teachers and Counselors Organization, and in cooperation with the Indianapolis Parks Department, a new marker which documents the historical significance of the site was installed at the previous site of ISD in Willard Park.

Kicking off the Sesquicentennial

On a blustery but sunny October 1, 1993, one hundred and fifty years to the day William and Eliza Willard opened the doors of their modest first school for the deaf, ISD students and staff gathered at Willard Park to honor them. Present were Superintendent Eddy Laird, students, faculty and staff, representatives from the Department of Health, Mayor's Office, Indianapolis Parks Department, Indiana State Historical Bureau, Indiana Association of the Deaf, ISDAA, Parent, Teachers and Counselors Organization, and the

Indiana Historical Society. Also there as special guests were members of the Willard family still living in Indianapolis.

After Laird's welcome and a proclamation announcing Founder's Day, the historical marker was unveiled by Willard's descendants. A memorial wreath was presented, and an original ASL poem by six ISD students, "The Next 150 Years," was performed. After Laird's closing remarks, some of the attendees traveled on to Crown Hill Cemetery to place the wreath at the gravesites of William and Eliza Willard.

Founder's Day was the opening ceremony of a year filled with activities in celebration of the sesquicentennial.

From the first to the second Deaf "super": a long distance

William Willard was not only the founder but the first superintendent of the "Willard School." As noted, when the state took over its support in 1844, he was appointed principal. Some of the trustees felt that the superintendent should be a hearing and speaking man. Even though Willard had proved his effectiveness and his ability to communicate, they felt that daily business could be better conducted by a hearing person. So in June 1846, James S. Brown, hearing and speaking, was chosen to succeed Willard as second superintendent. Willard had been principal only two years.

The perception of deaf people as less competent than their hearing peers was something that Willard and his colleagues diligently worked to change. Many people thought that this "asylum for the deaf and dumb" was the same kind of institution that housed the insane, chronically ill, and other such "afflicted" persons. (This prejudice survives today in the negative feelings some parents have at the thought of "sending" their deaf child "away," or worse, "put-



**Willard
and his
genera-
tion—
and
students—
were
proud
Deaf
people
who used
ASL and
fluent
written
English—
the
original
Bilingual-
Bicultural
citizens.**

ting" him or her "in a special school.") Through Willard's continuous efforts, public perception began to change. Uneducated hearing people came to realize that the gestures deaf people made in the air conveyed meaning, and that the "asylum" was actually a school.

Willard remained as a teacher there for 20 years. Throughout the school's early history, his role slowly diminished. In the final years of his teaching career, an effort was apparently made to eliminate him altogether. The philosophy of the education of deaf students was changing. The Milan Congress of 1880 heralded the increasing power and influence of the oralists. The school was becoming increasingly politicized. ASL, which Willard had brought to the uneducated deaf people of Indiana, was being questioned as the best medium of communication—or banned from the classroom altogether. The mistaken notion prevailed that hearing teachers and administrators could do the job better. The "Dark Age" of the American Deaf community had begun.

The perception that hearing people knew what was best for deaf people simply because they could hear and speak went unchallenged for more than a century. Like virtually every other one of its kind, ISD became essentially an "oral" school where signing was forbidden in class. Teachers were hired who had not been trained at all to work with deaf children. Their only "qualifications" were that they could hear and speak and were willing to accept the position. ASL went underground—for a while.

The "Deaf President Now!" uprising at Gallaudet University in March 1988 sent shock waves through the Deaf community and beyond. When two qualified deaf candidates for president were bypassed in favor of a hearing administrator who didn't yet know sign language, the students went on strike to protest the Board of Trustees' decision and closed

down the campus. It became a nationwide civil-rights protest. The oppression, they were saying, could no longer continue unchallenged. "DPN" got the world's attention, however briefly. For the first time in its history, Deaf people and their concerns got front-page, prime-time exposure. As we know, the nonviolent strike was successful, and had some immediate positive effects: the appointment of Gallaudet's first deaf president and, soon afterwards, a deaf Board majority. Across the nation, schools for the deaf began actively seeking and hiring qualified deaf candidates as superintendents, administrators, faculty, and staff. Things began to change at ISD as well—or, more accurately, the pace of change was speeded up.

Deaf and hearing people came together to share their concerns, and the educational philosophy of ISD officially changed to one that brought ASL back into the classrooms and expressed a commitment to Deaf people's control of their own destinies. When ISD had a vacancy for the post of superintendent, a nationwide search was made for a Deaf candidate.

In 1992, through a multiple-interview process which included staff, students, and the Deaf community, ISD chose Eddy Laird of Boston, Massachusetts, as the second Deaf superintendent of ISD. It took 149 years from ISD's founding to show, through action, that a Deaf superintendent was not only desirable but essential.

Full circle

During the reign of oralism, ASL was not permitted in the classrooms. Students caught signing were often punished. The English-literacy skills of deaf students plummeted.

And yet, ISD emerged from the oralist twilight to become a pioneering Bilingual-Bicultural school. It quietly reinstated and recognized signing, gradually working towards full acceptance of ASL as a language of instruction. In 1967, Roy Holcomb originated the concept of "Total Communication" while teaching there. Today ISD is a fully-accredited school and national resource center recognized for its leadership in education, its advocacy of ASL, and as the first state deaf school to adopt a Bilingual/Bicultural philosophy (1991).⁹ It's considered one of the top deaf schools.

Willard and his students were proud Deaf people who expressed themselves fluently in ASL and written English. They saw themselves as full-fledged citizens. Today we call this the "Bilingual-Bicultural" goal. In a sense, the wheel has come full circle.■

Notes

¹ William's sister, Cynthia Willard Hubbell, married Horatio Nelson Hubbell, the first superintendent of the Columbus Asylum; he spent 18 months at the Hartford Asylum in preparation for this post, assumed in 1829.

² It should be noted once again that in the 19th century, the terms "deaf and dumb," "deaf-mute," and "mute" had a much more neutral meaning than they do now. Nobody—not even the deaf persons who used these terms—considered them objectionable. Several schools for the deaf were originally called "asylums" or "institutions;" both terms have definitely negative connotations today. "Asylum" simply meant "a safe environment." Now (ironically) it means "institutional hellhole."

³ "The National Road, which extended from Cumberland, Maryland, to St. Louis, Missouri, was the main overland thoroughfare in the old Northwest in the early nineteenth century."—Suzanne Winckler, *The Smithsonian Guide to Historic America: The Great Lakes States* (New York: Stewart Tabori & Chang, 1989).

⁴ "School sessions ran from the first Monday in October to the last day in July" (*Deaf Heritage*).

⁵ The Kentucky School for the Deaf (founded 1823), the first state-supported school, charged for tuition.

⁶ Lew Wallace, Indiana war hero and popular author, lived in Woodruff Place north of Michigan Street (bounded by State Avenue on the west) while writing his famous novel *Ben-Hur* (1880). (Woodruff Place still exists.) Although there are no deaf characters in *Ben-Hur*, in a later novel, *The Prince of India* (1893), Wallace included several deaf characters, the most important one being Nilo, a giant African of tremendous strength and courage but great gentleness, one of the bodyguards of the mysterious Prince. Nilo, like other "disabled" characters in the book, is depicted in a positive way, as intelligent. According to Robert F. Panara, "He communicates in 'gestures'—pantomime or sign language" for everyday purposes, but apparently can speechread Greek, which he and the Prince use for top-secret communications. Could Wallace have been inspired by the sight of his deaf neighbors signing to each other?

⁷ It's said that the bricks of the grand new school were made by prisoners, which helped cut the construction costs.—MSM

⁸ According to *Deaf Heritage*, ISD has had eight name changes.

⁹ We will examine the Bi-Bi approach in a future issue.

Deaf Life Adapted and excerpted from the Sesquicentennial Issue of *The Hoosier* (Vol. 106, No. 1), Fall 1993, edited by Bill Coffey. Used by kind permission. Copyright © 1993, Indiana School for the Deaf.

"BEAUTIFUL MEMORIES":

the adventures of three Deaf students from Maine at the International VSA Festival



**VERY
SPECIAL
ARTS**

A play by three actors from the Governor Baxter School for the Deaf in Maine was one of the many wonderful performances at the

International Very Special Arts Festival in Brussels, Belgium, May 4-7. These students—Owen Horr, Lottie Cassese, and Courtney Paige Washington—gave the international audience a glimpse into their lives and expressed their pride in being deaf in *Languages in Motion*, an ASL performance that combined poetry, mime, and movement.

They used humor to act out their hopes and dreams, what (like basketball and reading) brings them happiness, and what Deaf Culture means to them. Their performance, with voice interpretation, also focused on Maine and the school's island location. They performed in front of a large acrylic mural that they designed and painted themselves; it symbolized their emotional journey to Brussels.

GBSD arts teacher Pamela Inman and VSA Maine Arts for All Director David Webster accompanied the students to Brussels where they represented VSA Maine. During the festival, more than 800 people with and without disabilities from the United States and 71 other countries demonstrated their achievements in the arts while spectators watched, awed by their talents and enthusiasm.

The students met with deaf adults from around the world and together they shared different signs. They said that as soon as they made contact with the other deaf participants, they felt very close and enjoyed learning how to communicate with each other. "I felt like we were brothers and sisters because we were close and felt close because of our deafness," said Horr.

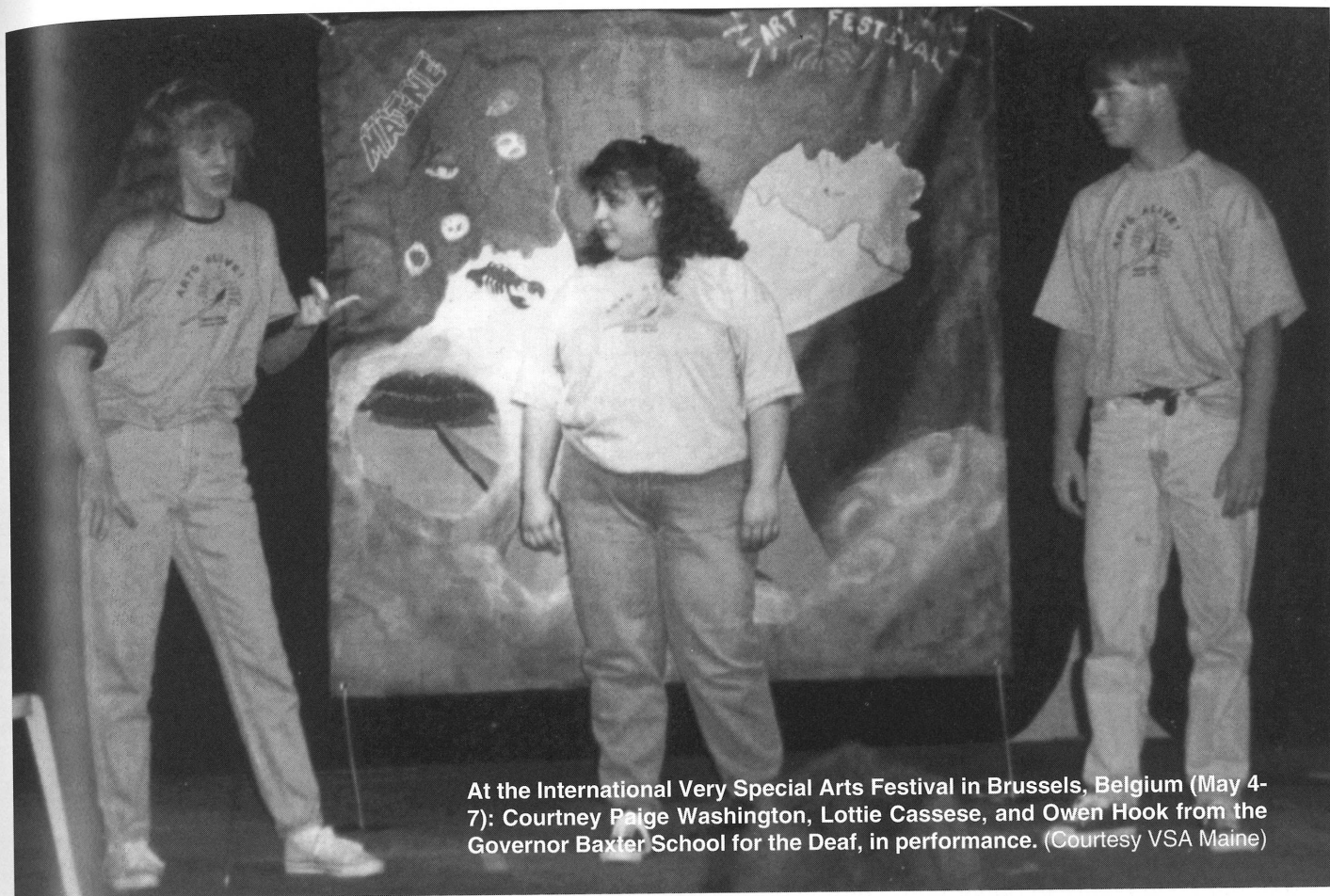
They discovered that many of the signs in foreign languages are extremely different from ASL, so signs in ASL may mean something totally different in another sign language. "It was the first time I met people who used other sign language," said Washington. "I couldn't always understand them but it was fun trying to communicate."

They also said that they were fascinated by the other participants. These included a wheelchair-dance troupe from Taiwan, R.O.C., who thrilled the audience with their colorful costumes and great precision; acrobats from Sri Lanka (some of whom were deaf); an artist from Seattle who, due to quadriplegia, painted by using his mouth; and an artist from Alaska who made American Indian dolls with her feet.

The Deaf community of Brussels embraced the Deaf festival delegates at a large party at the Deaf Club, which gave the GBSD students another opportunity to interact with other Deaf participants, learn new signs, and share cultures. That evening the students presented their mural of Maine and Belgium to the members of the Deaf Club as a gift of appreciation and a remembrance of this special festival.

The students, no doubt, will always remember their adventures in Brussels. "The festival was a wonderful experience for me because I learned to understand different cultures more, and it was wonderful to meet many new friends," Cassese said. Horr added: "When we left Belgium and said goodbye to the Deaf people you can imagine how much I missed them. I had feelings of sadness; I will never forget my beautiful memories, all the things [that] are in my heart, and I will carry with me my remembrance of Belgium." ■

—**Beth Weintraub**, Very Special Arts, Washington, D.C., and **Pamela Inman**, Governor Baxter School for the Deaf



At the International Very Special Arts Festival in Brussels, Belgium (May 4-7): Courtney Paige Washington, Lottie Cassese, and Owen Hook from the Governor Baxter School for the Deaf, in performance. (Courtesy VSA Maine)



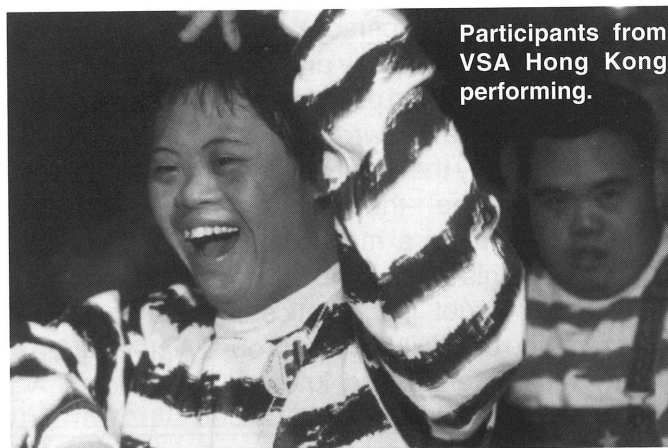
The VSA Taiwan Wheelchair Dance performance.



Actors from VSA Florida performing "The Wind that Blew." (Belga Agence)



Ambassador Jean Kennedy Smith, VSA founder, and Barry Parks from VSA Alabama. (Shelley Schulze)



Participants from VSA Hong Kong performing.

Deaf Life

READERS' RESPONSES

Do you know any Deaf person who wanted to become a veterinarian but gave up on it?

25% Yes 75% No

Have veterinary/pet services been easily accessible to you?

15% Yes 85% No 0% Not sure

NO—I am presently studying to become a Veterinarian. The real reason why I started to study was because of my love for animals and because I want to become a veterinarian who is willing to make sure that everyone understands what is happening to their pet and not just "She's alright now"—all they know is that they paid a huge price to make sure the pet is fine but they don't really know where all this money went to. I will have an interpreter available for hearing people as I explain the procedure that will be performed on their pet. I feel that all Vets should have at least two or three people who know ASL—this would make the owner (a deaf person) much more at ease when they are coming in with an injured pet and need to explain what is wrong. I am hopeful that by the time I am done with my degree—the deaf community will have a much easier access in this field. I know for a fact once I get my practice in order—the deaf will have no problem with entering and knowing

exactly what is going on as well as the hearing.

YES—We have the best veterinarian and vet services one could ask for in our vet, Dr. Glenn T. Bowerman of the Santa Susana Veterinary Medical Hospital. He, first of all, is a top-notch with us and Ohren, our dog! His front office is staffed by an equally wonderful person, Hillary, who signs, and we have full confidence in Dr. Bowerman and always feel comfortable going to his office or seeking his consultation. Based on past experience, we know we are **L U C K Y!**

NO—I do not have very much luck or good experience with veterinary services. I have gone to about five places to take a look at my two cats. Up to now, I am not fully satisfied with the services. Communication is still the number-one problem between me and the doctor. They have a very terrible attitude toward me as a deaf customer. A few years ago, my

cat died because I wasn't being cleared on what's really wrong with her. I am very happy that you, **DEAF LIFE**, bring that into spotlight. I now know that I am not alone in this situation. What I would like to see happen in few years, I am hoping that Veterinary services will see the need to train and hire more deaf people to work with animals and to be able to work with us deaf people. I knew a lot of deaf friends who love animals but were told that they can't be veterinarian because they are deaf. Why don't we take a look at it and see if it's possible for any deaf people to become one. It would be great to see more deaf Veterinarian across the nation, even in each cities. I will continue to look for veterinarian who will be sensitive to my needs as a deaf person. Again, thank you to **DEAF LIFE** for caring!

Readers have asked us how many "Faxview" responses we get every month.
This month's total: 129

Deaf Life

READERS' VIEWPOINT

FAXVIEW

DEAF LIFE would like to know what you think about major issues affecting the Deaf community. Tear out **or** photocopy this page and fax your response to (716) 328-6720, **or** mail it to us at Box 23380, Rochester, NY 14692-3380.

**Have you personally
experienced discrimination
because you're deaf ?**

☐ Yes ☐ No ☐ Not sure

(Deaf readers' responses only, please!)

How?

Comments: _____

Deadline: August 1, 1994

**FAXVIEW
(716) 328-6720**

Please respond promptly so that we can publish the results in the September issue.

... A FEW MORE WORDS

Being THERE is not the same as being IN there

I'm in that 90% bracket: a Deaf individual from an all-hearing family. For years I've felt left out in many family matters—at the dinner table, picnics, family reunions, weddings, funerals, and with other kids playing "school" in the chicken shed, pulling or riding on a little red wagon, bike riding, and so on.

In the past few years, through my own efforts, I got an interpreter for some of the weddings, funerals, and other essential "family-related" meetings. It was fine. Yet I still felt left out but I couldn't put my finger on exactly what it was.

At my father's funeral some years ago, someone signed the Mass, the readings, the service. That was it. I felt left out. Oh, my family talked to me and all that, but still I was left out.

Well, last Tuesday [October 12, 1993] my mother died and yesterday (15 October) was her funeral. This time, my four sisters and one brother (I'm #7 out of the eight children, two being deceased) were more educated about my needing an interpreter, and mother's wishes were very clear that an interpreter be provided for me at her funeral. Such knowledge and acceptance really made everything easier for me.

This time, I was able to make sure that the interpreter be "tailor-made" for me. Yesterday's funeral went beautifully, and I felt I was a full

participant throughout.

Want to know what I mean? Good. I'll tell you. The interpreter passed on what nieces and nephews were saying amongst themselves. Interpreted what sister #5 said to sister #1. Interpreted what sister #4's husband said to his son. Interpreted what sister #6's best friend said to my brother. While riding in the limousine to Sacred Heart Church out at Roggen, then to Brighton for burial, and on to sister #1's place for the reception, the interpreter conveyed to me what everyone was saying to each other. I was able to participate on equal ground with my hearing family and hearing friends. I'm sure my interactions with them surprised them because they didn't have to turn around to face me and didn't need to repeat themselves.

Sure, sister #4 and a few hearing friends have told me this and that over the years, recapping (after it all happened) previous family get-togethers. But this time it was "live," "real-time"!

It astonished me that some of the things they were saying were not of much interest to me after all. And—wow!—some inter-r-resting information that I wasn't aware of was common knowledge to my brother and sisters and other people in the Sacred Heart Church and in the community.

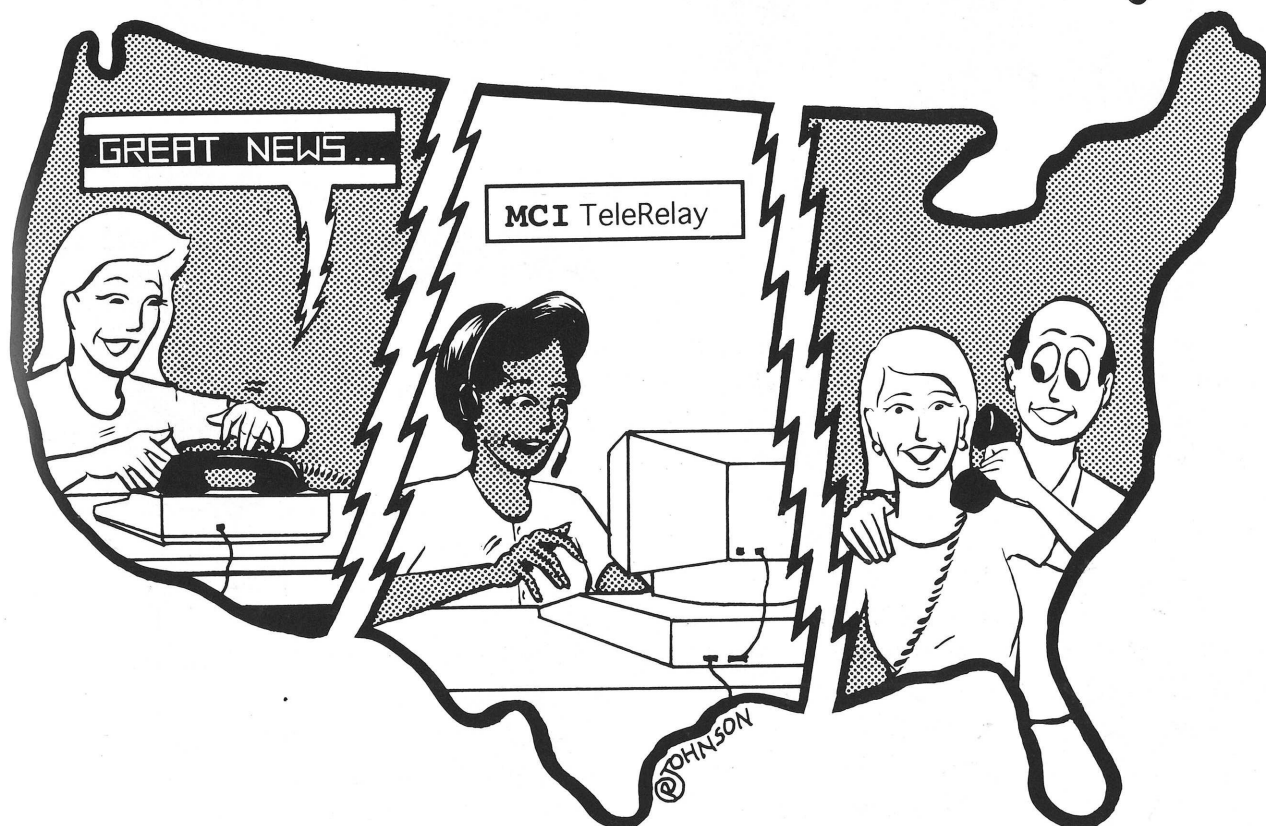
Being the only Deaf person in an all-hearing family and an all-hearing community isn't easy. I love my family and I KNOW they all love me, but all this "oral/auditory only" communication philosophy sure leaves a Deaf person out. Sign language and a tailor-made interpreter bring a Deaf person in.

Being the only Deaf person in an all-hearing family and an all-hearing community isn't easy.

Martina Milan
Denver, Colorado

This article originally appeared in the November 1993 issue of *The Deaf Coloradan* newsletter.

Good News Travels Fast With MCI TeleRelaySM



**Exercise your
right to choose.**

**Call MCI today at:
1-800-688-4889**

(text telephones)

1-800-947-VOICE

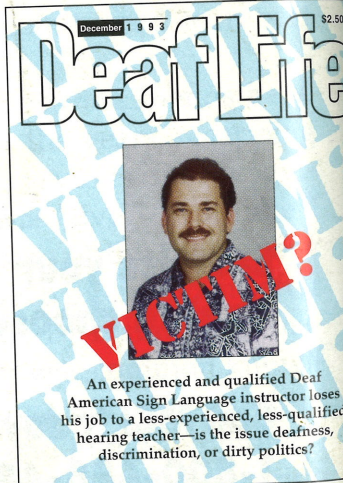
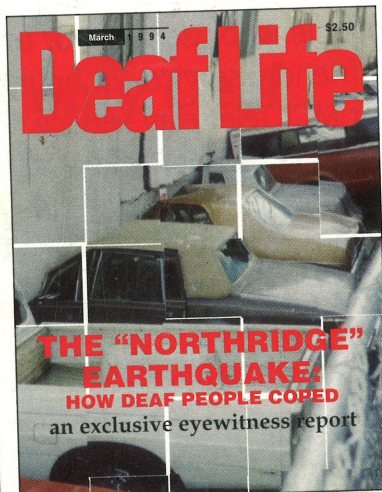
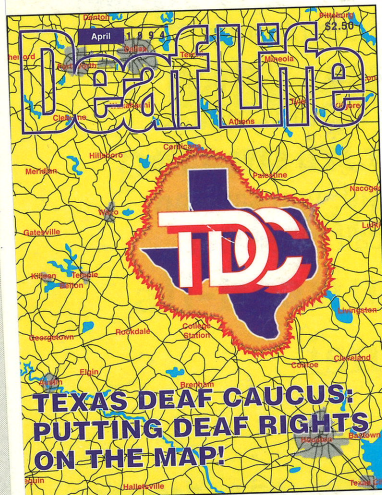
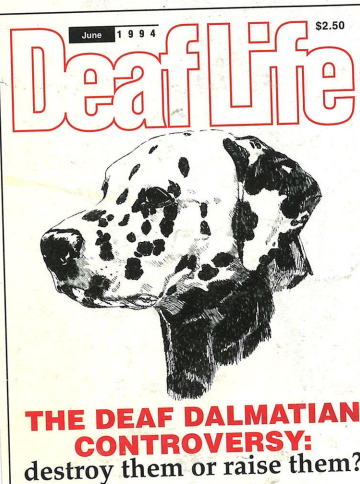
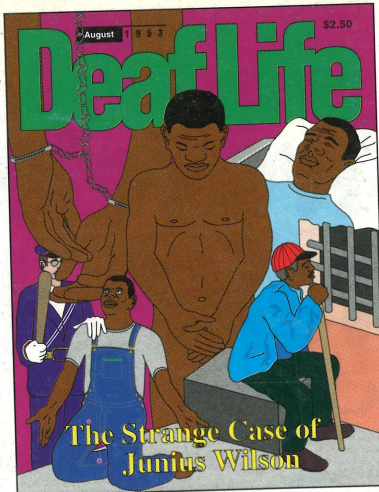
(voice telephones)

MCI TeleRelaySM



We Believe in Your Right to Choose. MCI[®] offers you a choice if it's time to hang up on your current relay service. MCI TeleRelay provides nationwide relay service for your state-to-state and international calls—at a substantial discount!

Whether you call people who use voice or text telephones, MCI gives you fast, friendly service, 24 hours a day. There is no additional fee for MCI TeleRelay service. In fact, no matter what time you call MCI's National Relay Center, you **save 15%** off the price of your long distance relay call. And, you **save an extra 20%** with Friends & Family[®] when you call other MCI customers in your Calling Circle.



JULY 1994 Deaf Life

ANOTHER SHAKEUP AT LEXINGTON

(but this time, the news is good)

In late April, **Max Gould**, a hearing business executive, was appointed CEO^o of the Lexington Center, Inc., the umbrella organization of the Lexington School for the Deaf in Jackson Heights, New York. His appointment sparked protest from Deaf and hearing people within and close to the Deaf community. They picketed the school and the offices of Attorney **Ed Cohen**, Lexington Center President, and at Queens Borough Hall. On June 6, the protesters celebrated victory when Gould withdrew his candidacy for the position, 6 weeks after his selection.

What was the ruckus about? The Board of Trustees did not consult the "Extended Search Committee" comprised of parents of Lexington students, staff, faculty, students, and alumni, as it had done before. The protesters objected when Gould was appointed without input from the Committee. During the 6 weeks, there were student strikes and community rallies to demand that the search process be reopened.

The Board of Trustees refused to meet with the established "core committee" representing Lexington's constituencies^o until 4 weeks into the protest. Demonstrations were followed by a mediation session with Justice **Michael J. Dontzin**, retired judge of the New York State Supreme Court who now works with the "alternative dispute resolution" firm, *Endispute*, in New York.

In a related event, **Phil Bravin**, a long-time member of the Board of Trustees and former Chairman of the Board at Gallaudet University,* threw his hat in the ring^o for the

presidency of the Lexington Board, competing with **Ed Cohen**, who led the Board in the search process that selected Gould. On June 15 the Board of Trustees voted overwhelmingly in favor of Bravin, who is now the first Deaf President of this institution whose famous Lexington School was founded 130 years ago.[†]

The search for a new CEO of the Lexington Center has been reopened. **John Hinchcliffe**, acting CEO, continues in the interim until a new one is selected.■

CEO: Chief Executive Officer.

constituencies: the people being served. In this case, those represented by the Extended Search Committee.

*Also President of the National Captioning Institute. See this month's "Captionwatch."

threw his hat in the ring: (idiom) announced his candidacy; entered a political race.

■ CaptionWatch	22
■ Total Inclusion: a response	26
■ Classifieds	30
■ The Caption Report	31



Note to our readers: Since it began in December 1989, *DEAF LIFE Plus* has been printed on recycled paper.

MAKE YOUR NEWS OUR NEWS!

The entire contents of **DEAF LIFE Plus** are copyright ©1993. All Rights Reserved. Reproduction in whole or in part without written permission is prohibited. For more information, write to **DEAF LIFE Plus**.

DEAF LIFE Plus material: Our Policy

What we want:

Send us anything you think is appropriate. Items should be of national, not just local, interest. Typed articles with photos preferred. Photos, etc., will be returned on request. We reserve the right to reject or edit any material.

When we need it:

Please send material by the first of the month for publication the following month, with a 10-day grace period. (Items for November 1992 publication, for example, must be sent before October 10.) The earlier, the better. We will not accept any story more than 1 month old.

Where to send it:

For regular **first-class mail**, please send to our P.O. box number: **DEAF LIFE Plus**, c/o MSM Productions, Box 23380, Rochester, NY 14692-3380.

For **Express Mail** and **Federal Express**, please send to our office address: 1095 Meigs Street, Rochester, NY 14620.

No "free advertising!"

We are pleased to publish any organization or group's news and announcements, but will not provide "free advertising." We define "free advertising" as pushing a product. Any for-profit group, service, agency, company, or person who wishes to promote something in **DEAF LIFE Plus** is encouraged to place an ad. We will be happy to send you an ad-rate schedule on request. Nonprofit groups who advertise will get a special discount.

Anyone who sends us a press release incorporating {including} "free advertising" (such as announcing a new product or paid service) should include a "token" payment of \$50.00. Warning: Any "promotional" press release sent to us without payment will be considered for publication—but we will omit {cut out} prices and addresses.

Are You Moving?

Please give us 6 weeks' advance notice before you move to your new address, or you'll lose a copy or two.
THE POST OFFICE DOES NOT FORWARD MAGAZINES!
Please affix your old mailing label here:

(Or simply write down your subscriber's code number.)

Write your new address below:

Name _____

Address _____

City _____

State _____ Zip _____

ZIP Code & plus 4 if possible

☐ TTY ☐ Voice: (____) _____

FAX: (____) _____

If you do NOT know your new address, we will hold your magazines for you. You MUST tell us **exactly** when you'll be moving, and also tell us when you get a new address.

DEAF LIFE SUBSCRIBER SERVICE

Please circle one:		New Subscriber USA / Canada & Foreign*	Ex-Subscriber USA / Canada & Foreign*
1 Year (12 issues)	Check/M.O.	\$26.00 / \$42.00	\$24.00 / \$36.00
	Credit Card	\$26.00 / \$50.00	\$26.00 / \$44.00
2 Years (24 issues)	Check/M.O.	\$48.00 / \$72.00	\$48.00 / \$72.00
	Credit Card	\$52.00 / \$80.00	\$52.00 / \$80.00
*CANADIAN/FOREIGN ORDERS: U.S. funds only! Fed. ID #16-1313501 SCHOOLS AND LIBRARIES: To save time, energy, paper, and trees—please, NO purchase orders! Prepaid orders only.		If you're a former subscriber or renewing, please give your subscription number: # _____	

Please print clearly!

Name _____

Address _____

City _____ State _____ Zip _____

ZIP Code & plus 4 if possible

☐ TTY ☐ Voice: (____) _____ FAX: (____) _____

Card Number: ____/____/____/____/____/____/____/____/____/____/____/____

Expiration Date: _____ Signature: _____



A \$20.00 fine is charged on all bounced checks. Please allow 8 weeks for delivery.

Send your order form with check or money order payable to:

DEAF LIFE, c/o MSM Productions, Ltd.
Box 23380, Rochester, NY 14692-3380
FAX (716) 328-6720

† See "Shakeup at Lexington," **DEAF LIFE Plus**, February 1993, pp. 24-27.

FRUSTRATION IN FLORIDA

The services are needed—
but the funding has run out

By **Charisse L. Grant**
Staff Writer, **Miami Herald***

A lawsuit on behalf of deaf and hard-of-hearing people was filed May 31 in Miami, Florida, aimed at forcing the state's welfare agency to keep paying for mental-health counseling for them.

The federal lawsuit against Florida's Department of Health and Rehabilitative Services (HRS) stems from its contract with the Deaf Services Bureau, hired in April 1993 to provide counseling under an agreement that expired on May 31. The Dade group's program was created and paid for with \$213,000 in federal hurricane-relief money, which has run out.

The issue goes beyond this one contract, say backers of the suit. They charge that by cutting off mental-health services for deaf people, the state would violate the federal Americans with Disabilities Act, made law in 1990 to protect the civil rights of the disabled. Hearing persons would continue to be served by HRS, but that agency would no longer provide equal services for those with hearing loss, the suit claims. "We're not telling the state what programs to have. All we are saying is those services must be uniform to all members of the community," said **Jay Levy**, an attorney for the plaintiffs.

The suit names HRS Secretary **Jim Towey** and Dade-Monroe District Administrator **Anita Bock** as defendants. Bock said the Deaf Services Bureau knew from the beginning when the contract and the federal money to finance it would run out. "The courts can't order me to deficit-spend," she said. But she doesn't dispute the need for the services and said HRS had pledged to come up with the money to keep the program going at least through June.

"We're working diligently to find new funding to continue beyond that," she said. "The service that they offer is critical."■

*This article (titled "HRS sued over service for hearing impaired") originally appeared (in a slightly different form) in the June 1, 1994 issue of the **Miami Herald**, and is reprinted with permission. Copyright © 1994, **Miami Herald**. All rights reserved. Thanks to **Harold B. Crane** for faxing us a copy of the article. He notes that he participated in a protest at the Federal Building in Miami last May, and will keep us posted on new developments. (See "Bits & Pieces" for another Miami tidbit.)

BIG APPLE, BIG EVENT

On Monday, September 19th, New York City will host the third annual Deaf Awareness Week to celebrate, publicize, assist, and utilize the talents of the Deaf/Hard-of-Hearing Community; to promote better understanding and communication between Deaf, hard-of-hearing, late-deafened adults, and hearing people; and to expand awareness of and sensitivity towards the needs and desires of the Deaf Community as mandated by the Americans with Disabilities Act. All DAW activities are free and open to everyone.

Here's a tentative schedule:

Monday, September 19: Mayor **Rudolph Giuliani** will read the Proclamation at the Police Plaza Auditorium at 11:30 a.m., followed by artistic and athletic performances by Deaf and hard-of-hearing individuals and groups from the U.S., Russia, and Korea. An exhibition chess match will feature **Sergei Salov** of Moscow, the reigning deaf world chess champion. There will also be an outdoor exhibition.

Tuesday, September 20-Sunday, September 25: DAW '94 will be marked with visits to various schools for the deaf, programs, and service agencies.

Thursday, September 22: NYNEX/New York Telephone Company will host a Disabilities Support Organization show.

Saturday, September 24: The Metropolitan Recreation Association of the Deaf will host a Moonlight Cruise on board the Circleline.

Sunday, September 25: DAW '94 will wrap up with a closing-day event at South Street Seaport from 10:00 a.m. to 5:00 p.m., featuring Deaf/hard-of-hearing guest speakers, outdoor exhibitions and shows.

For more information, contact the DAW '94 Committee co-chairs:

Al Lepre, 486 Westbury Avenue, Carle Place, NY 11514, at ☎(516) 997-1037 (TTY, Voice, FAX);

Amy Sincoff, 66 Milton Road, Apt. #D61, Rye, NY 10580, at ☎(914) 921-0489 (TTY), ☎(718) 828-9000 (Voice, work), ☐(718) 792-6631 (FAX, work);

S. Kim Jones, O.S.U., 36-30 12th Street, Long Island City, NY, at ☎(718) 392-3903 (TTY/Voice); ☎(718) 636-1998 (TTY, work), ☐(718) 636-4577 (FAX, work);

Rafael Pinchas, One World Trade Center, Suite 9151, New York, NY 10048, at ☎(212) 323-2240 (TTY), ☐(212) 432-1556 (FAX).

IT'S THE NEXT-BEST THING...

NTID is hosting the *National Symposium: Educational Technology for Persons with Sensory Disabilities* at the Hyatt Regency Rochester, New York, July 20-22. It will bring together teachers and technological experts from throughout the United States and Canada to share ideas about technological advances and practical applications as they concern people who have vision or hearing loss.

"We are pleased with the number and depth of the topics that will be presented during the symposium," said E. William Clymer, symposium coordinator and Associate Professor in the Communication Research Department at NTID. "New and emerging technologies to assist people who are deaf or blind will be discussed, as well as new applications of existing technologies. The symposium promises to be an enriching experience."

Plenary speakers include **Frank G. Bowe**, Ph.D., Professor at Hofstra University, Hempstead, New York; **Philip Bravin**, Ph.D., President of the National Captioning Institute, Falls Church, Virginia and new Lexington Center President; **Lawrence Scadden**, Ph.D., Senior Program Director at the National Science Foundation, Arlington, Virginia; and **Gregg Vanderheiden**, Ph.D., Director of the Trace Research and Development Center at the University of Wisconsin, Madison. Their presentations focus on the symposium's four topic areas: Technologies for Access to Information and Instruction, Technologies and Systems for Instructional Delivery, Environments for Learning, and Learner Characteristics and Preferences. More than 60 formal and poster presentations will be made.

When the symposium is underway, teachers and other professionals throughout the United States and Canada will not only be learning about new technologies, they will be utilizing them.

Key aspects of the symposium, including presentations by the four nationally-recognized plenary speakers, will be made available within hours using technologies such as Internet and satellite broadcasts. Same-day satellite broadcasts of the presentations will be provided with open captions to participants throughout the country.

In addition, an electronic mailing list has been established so that persons with access to the Internet can receive symposium-related documents. Discussion groups on the Internet and commercial computer networks will be created, and symposium materials also will be available on America Online. Telephone messaging and fax capabilities will allow those not in attendance to participate in the symposium.

"Individuals with limited time or funds, schedule conflicts, or those who have difficulty in traveling because of a disability are taking advantage of the distance-learning opportunity that the symposium is offering," said E. William Clymer. "They will be able to receive information in a timely way and participate in discussions as though they were attending the symposium. Distance learning is a natural offering for participants because many technologies used for distance learning will be discussed during the symposium."

It will also utilize a number of technologies and support services on-site to meet the needs of its diverse group of registrants. Sign-language interpreters, assistive-listening systems, real-time captioning, sighted guides, and Braille and large-print material all will be available. Sponsored by the U.S. Department of Special Education and Rehabilitative Services, the national symposium also has received support from MCI, Bell Atlantic, and NEC Foundation of America.

For last-minute information, contact the symposium office at (716) 475-6909 (TTY/Voice).

Highlights

● **Improving access for deaf/blind people:** People who are deaf-blind face specific barriers to accessing information. **James Belanich**, Senior Communications Instructor at the Helen Keller National Center, Sands Point, New York, will demonstrate and display various means by which information can be made accessible to them. In this hands-on demonstration, he will explain how variations can be made to both telecommunication devices and computers to overcome communication barriers.

● **Nomad's talking maps:** When **Reginald Golledge**, a geographer at the University of California, became blind, his longtime colleague^o Professor **Donald Parkes** wanted to develop an alternate method for his friend to access graphic materials. Parkes decided to put tactile maps into an electronic environment and then pair audio information with tactile data. The Nomad computer program was the result of Parkes' efforts and is the latest audio-tactile innovation for blind people. **Maureen Eddins**, Information Systems Coordinator at the American Printing House for the Blind in Louisville, Kentucky, will demonstrate how Nomad gives speech to pictures, maps, and other graphics through a touch-sensitive pad on which raised-line graphics are placed. The pad is connected to a computer, Nomad software is loaded, and information about the graphic is entered into the computer. Blind and low-vision students can use the graphics with Nomad to independently learn about such subjects as astronomy, biology, geography, geometry, physics, and physiology. Rehabilitation centers also can create graphics for mobility training, and businesses for building layouts.

colleague: fellow professional or faculty member.

● **Companion2000, a talking computer:** Eddins will also demonstrate Companion2000, a compact talking computer with built-in programs specially developed for use by blind people. It includes several special programs, including an electronic textbook reader, a user-friendly word processor, scientific calculator, spelling checker, appointment diary, calendar, organizer, and a communications program for electronic-mail or database access. The American Printing House for the Blind masters K-12 textbooks in Text2000 format.

● **Internet's photo/video/audio swap:** **Tsutomu Araki**, Assistant Professor in the Department of Mechanical Engineering at Tsukuba College of Technology in Japan (a national college for deaf students), will discuss a recent experiment in which Internet was utilized to exchange picture, movie, and sound information between NTID and Tsukuba College. Macintosh's QuickTime files were created using both standard video devices and popular multimedia-process-

ing software. Binary files were transferred through Internet using E-mail software (eudora). The images and voices transferred via Internet overcome the difficulties created by differences in languages.

● **Deaf-Hearing interface—Personal Communicator on CD-ROM:** Carrie Heeter, Associate Professor and Director of Communication and Technology Labs at Michigan State University, East Lansing, will describe and demonstrate a prototype of the Personal Communicator, a communication tool designed to enable deaf students to better communicate with their peers, teachers, and other associates, deaf or hearing. The Personal Communicator incorporates the low-cost, highly-distributable capabilities of CD-ROM, advanced software development for emerging technologies (i.e., software for Macintosh Powerbook and Personal Digital Assistant Computers), and multimedia-interface features that include signing, print, speech, graphics, and video along with referencing capabilities that can be initiated not only through text but also through features associated with the formation of signs. The Personal Communicator will have an ASL/English dictionary/thesaurus; speech/sign synthesizer; word-processing and information-storage capabilities; modem interface to electronic-mail service; and a linking system that will allow it to serve as a medium for conversation between deaf and hearing peers.

● **Upgrading telecommunications:** In recent years, provision of a nationwide telephone-relay service (TRS), through the enactment of the Americans with Disabilities Act, has empowered deaf people by dramatically improving the accessibility of telecommunications. The ability to use the computer as a TTY and to merge these technologies with pagers, caller-identification and other services, has made communication more effective. However, schools and programs educating deaf children are not yet ready to meet the challenge of educating their students to the array^o of communication choices now available. Few schools have curricula, materials, equipment, or trained staff to address^o the new knowledge and skills that now are required. In an effort to change that situation, Project TFA (Telecommunications For All) recently was initiated. Judith Harkins, Director of the Technology Assessment Program at Gallaudet University, will explain how Project TFA will be delivered to five eastern schools for deaf children.

array: an impressive display or variety.

address: deal with directly; confront and respond to.

● **Deaf-friendly interactive-videodisc technology:** Interactive-videodisc technology has rapidly become a widely accepted tool in mainstream curricula. However, only a handful are closed-captioned, and no commercially available package is designed specifically with deaf users in mind. Larry Goldberg, Director of the CPB/WGBH National Center for Accessible Media, Boston, will present results from

the Adapted Interactive Media (AIM) project, which was undertaken to review issues surrounding the use of interactive videodisc packages for deaf learners and to make recommendations. The AIM project has taken a commercially available videodisc package and retrofitted it with several adaptations and modifications that make it more friendly to deaf users. Adaptations include multi-level captions, enhanced glossaries, and the addition of sign-language interpretations of the video and glossary.

● **Computer-aided speech-to-print transcription:** The number of deaf and hard-of-hearing students being educated in a mainstream environment has increased significantly in the last 20 years. A significant concern for these students is the adequacy of classroom communication. A support system now being developed by NTID researchers is a computer-aided system for transcribing speech-to-print, or C-Print. Vicki Everhart, Research Assistant in NTID's Department of Educational Research and Development, will explain how this system utilizes a hearing transcriber and computer program that converts speech to print as words are being spoken in the classroom. The system provides real-time text display so that students can follow class presentations and discussions. The file text is also stored for later follow-up by students, teachers, or tutors.

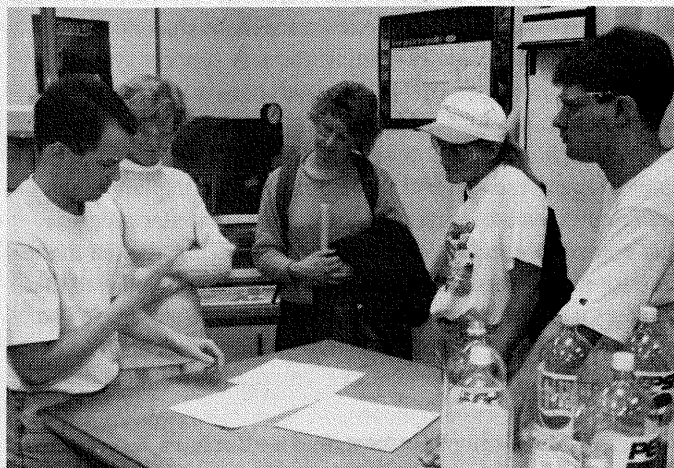
● **ASL high-school courses on TV:** Barbara Keefe, Project Director of MainePOINT (Providing Opportunities Integrating New Technologies) at the University of Maine, Augusta, will present a case study of the development, implementation, and evaluation of an ASL course delivered to high-school students throughout Maine via interactive television for foreign-language credit. In 1993-94, a Deaf instructor taught more than 100 students in eight geographically dispersed high schools throughout rural Maine. Piloting several technologies, the Education Network of Maine provided a two-way (audio/video) connection to one school, while the other seven were connected by one-way video. Telephones were replaced by computer chat and conferencing for equal access (20 of the 118 students were deaf or hard-of-hearing). E-mail and "alert" were used among students and staff statewide outside and "live" during broadcast. The teacher responded using ASL or E-mail. Photo CD portraits, professional, and student-produced videos also supplemented the curriculum.

● **Are they learning-disabled—or just color-blind?** One of every 10 men and 250 women in the United States is born with inherited color-defective vision of some type and degree. Most have only a mild to moderate color deficiency. True "color blindness," or *achromatopsia*, is rare. In most instances, persons with color-defective vision retain some kind of color discrimination. If colors are arranged in the appropriate manner, these people can distinguish certain colors as well as people with normal color vision. When they are not, however, problems arise. For example, children are often

needlessly labeled as "learning-disabled" or "mentally retarded," and color-blind adults frequently experience job discrimination. **Donald Johnson**, NTID Audiology Professor, will describe a method of color adaptation that should allow everyone to participate equally in the learning process as well as social and work environments. The method also should lessen the risk of personal injury or possible death when colors are used in the design of warning labels, signs, and signals.



WHAT ELSE IS NEW AT NTID



Manufacturing Processes Technology students at NTID.
(Jeff Mosher/Ken Summerville)

Gadgets & widgets—and their makers: Twenty-one Manufacturing Processes Technology students at NTID planned and hosted the program's first Open House on April 5, to bring more visibility to the program and the employment opportunities it provides. They demonstrated computers and equipment, including lathes, grinders, milling machines, and computer-controlled machine tools; conducted tours of the labs; and talked with other students as well as faculty/staff members about the MPT program. More than 150 people attended. Two days later, the students hosted a similar event for NTID's Open House, which brought in more than 500 visitors from 30 states and Canada.

Background: MPT, one of the few such programs offered in New York State, trains students for positions as tool-and-die makers, instrument makers, mold makers, pattern makers, and CNC operators. In addition to the 30 academic programs based within NTID, RIT's deaf students can choose from nearly 200 technical and professional courses of study offered through RIT's other seven colleges.

Green wheels: Four NTID students mounted their bicycles on June 3rd in Chatham, Massachusetts, to launch a 5,000-mile cross-country trek to spread their concern for the environment. "Our journey will show that long-distance traveling can be done without relying on technology, such as

motorized vehicles," said cyclist **Ricky Postl**, a 3rd-year Social Work student from Chicago, before the trip. "We're also trying to stress physical fitness and an appreciation for Mother Nature . . . while traveling by car, you zip past scenic parts without giving them sufficient attention."

Riding in tandem with Paul—and all wearing RIT/NTID T-shirts—are **Matt Hochkeppel**, a Fine Art/Photography major from Cohasset, Massachusetts; **Kevin Jones**, an Industrial Design major from Wilmington, Delaware; and **Christopher Kurz**, a Mathematics major from Royal Oak, Michigan. They planned to pedal 70-80 miles daily to make the cross-country jaunt in less than two months.

Along with their biking and camping gear such as sleeping bags, water bottles, and snacks, the foursome are carrying a portable TTY. By dialing the nationwide relay service, they're able to make their next night's reservation at a youth hostel. And they can communicate directly with family and friends during their trip.



Awards & Honors



Dr. Albert Pimentel, NAG Chair, and Donna Gustina.

"I didn't do it alone": **Donna Gustina**, Coordinator of Communication Assessment Services at NTID, was among three people to receive NTID's National Advisory Group's Outstanding Service Award on May 19 at a recognition dinner hosted by the NAG.

Since her initial appointment in 1974, Gustina has been recognized as one of RIT's most effective and enthusiastic professionals. She has served the Institute in a variety of roles that have benefited faculty and staff members and students, including teaching sign language, chairing a communication and instruction department, designing and implementing workshops and seminars, developing curricula, and, most recently, teaching in RIT's School Psychology and Deafness program.

In being notified of the award, Gustina said, "My first thoughts were of all the people who along the way have given me opportunities to participate, contribute, and grow. I didn't

do it alone, and I'm honored to be included with all the other outstanding individuals at NTID."

As Chairperson of NTID's Deaf Professional Group, Gustina has provided leadership and direction for NTID faculty and staff members in developing strategies to foster a workplace that nurtures and values cultural diversity. She has had numerous papers published in professional journals focusing on sign-language teaching, learning, evaluation, and research. In addition, she has made presentations to a variety of audiences nationwide on these topics. She is a board member of Monroe County Association for Hearing Impaired People; Deaf Women of Rochester, where she also serves as secretary; and program co-chair of RIT's Women's Network. She also is an elected member of the RIT and NTID faculty councils, and a member of the American Sign Language Teachers Association. In 1984, she received the Eisenhower Award for outstanding teaching, an annual award for which instructors are nominated by students.

Background: NTID's National Advisory Group consists of professionals concerned with the postsecondary education, technical training, and general educational needs of deaf people. It advises the director of NTID in the operation of the Institute.

"Service-oriented": Jorge Samper, Media Specialist in the Instructional Design and Evaluation Department, also received NAG's Outstanding Service Award.

Samper, who received a Bachelor's degree from Florida State University, Tallahassee, in 1972, and a Master's degree from RIT in 1977, is recognized as a service-oriented employee. During his 15 years at NTID, he has used his background in photography and instructional design to guide Institute employees in the development of educational materials as well as other projects such as posters, programs, invitations, newsletters, and institutional brochures. Students who work for Samper have seen him as both mentor and role model. His colleagues regard him as a Macintosh guru^o and skilled photographer who has brought to the Institute several photography awards.

guru: literally, a Hindu spiritual guide; informally, a charismatic leader, guide, or expert; "wizard."

"Going the extra mile": Dorothy Krause, Custodian in the Environmental Services Department at RIT, was the third recipient of NAG's Outstanding Service Award. She was recognized for her dedication, hard work, and caring attitude toward others.

Since joining the Institute in 1965, Krause has worked in various buildings, including the James E. Booth, Frank E. Gannett, George Eastman, and Lyndon Baines Johnson buildings, and, currently, the Hugh L. Carey Building. Her co-workers regard her as a source of support because of her cooperative spirit and standards of excellence. She is known for her willingness to always go "the extra mile."

FREE CATALOG

SAVE \$50

PURCHASE A TELECAPTION 4000 AND RECEIVE A \$50 MANUFACTURER REBATE.*

*Offer expires September 15, 1994



ASSISTIVE DEVICES FOR DEAF AND HARD OF HEARING

- Wake-up alarm clocks/vibrators
- Telephone & doorbell signalers
 - Baby cry signalers
 - Door knock signalers
 - TTYs (text telephones)
- Closed-captioned decoders
 - Smoke alarms
- Telephones with built-in ringers & amplifiers
 - Assistive listening devices
 - Much More!

BOOKS AND VIDEOTAPES ON DEAF CULTURE, SIGN LANGUAGE AND HEARING LOSS

- Sign language
- Deaf culture & literature
- Children's books & materials
- Parent & Teacher resources
- Coping with hearing loss
- Consumer education
- Interpreting
- Much More!

DEAF CULTURE NOVELTIES

- ILY & friendship jewelry
- Greeting/holiday cards
- ILY Hand vases/nitelites
- Posters & postcards
- T-shirts & sweatshirts
- Rubber stamps & balloons
- Tote bags & aprons
- Keychains & money clips
- Much More!

Harris Communications

Harris Communications
6541 City West Parkway
Eden Prairie, MN 55344

Call or write for FREE catalogs!

1-800-825-6758 (Voice)
1-800-825-9187 (TTY)
612-946-0924 (Fax)

☐ Please send me a FREE 1994 Harris Communications catalog

Name: _____

Address: _____

City, State, Zip: _____

Day Phone: _____

Evening Phone: _____

Fax Number: _____ DL-94

Celebrating pluralism: Aileen Pagan, a third-year student, and the Department of Interpreting Services (DIS), are the first two recipients of the NTID Pluralism Award, established this year by the NTID Affirmative Action Advisory Committee. The award recognizes the contributions of students, faculty and staff members, departments, and student organizations whose actions promote pluralism at NTID. Pagan and the DIS, represented by Director **Liza Marshall**, received the award at the May 19 dinner.

Pagan, daughter of Mr. and Mrs. **Eduardo Pagan** of the Bronx, New York, is a student in RIT's College of Liberal Arts' Professional and Technical Communication program. She has been involved in numerous NTID/RIT activities and Rochester community-service projects. As a member of the Latin American Student Association and Community Service Director for Alpha Sigma Theta (ΑΣΘ) Sorority, she has invited speakers, planned panel discussions, and initiated other events designated to educate others about other cultures.

During "Noche Caliente," she shared the music, dance, and other cultural aspects of the Latino culture with the RIT community. In the fall, she participated in "Love Day," in which members of ΑΣΘ invited inner-city children to visit the campus and provided them with friendship, mentoring, and encouragement. In addition, she recently participated in "Take Back the Night," a program designed to focus attention on the abuse of women in our society. Pagan has also served as a tutor for other students, and, as a student ambassador for Residence Life, has guided tours for prospective students.

DIS has had a direct and continued involvement with Rochester's diverse Deaf community. Its members also are actively involved with a variety of NTID and RIT organizations, including Asian Deaf Club; Black Awareness Coordinating Committee; Chinese Student Society; Ebony Club; the RIT Gay, Lesbian, and Bisexual Support Group; and the RIT Women's Network. In addition, department members have represented NTID abroad in Asia, Canada, Mexico, Israel, and the Commonwealth of Independent States (the former Soviet Union). Last year, DIS established its own Pluralism Committee, which sponsored a workshop, "Everything You Wanted to Know About Pluralism, But Were Afraid to Ask."

WHAT'S DOING IN HONOLULU

A bit of news from the Gallaudet University Regional Center at Kapiolani Community College:

☛ "Hearing Loss and Aging" was the subject of a training "blitz" conducted on the island of O'ahu by a team of experts from Gallaudet University. **Scott Bally**, **Debra Busacco**, **Susan Karchmer**, and **Janet Pray** led an all-day workshop for service providers in the aging network and a 3-day class for older hard-of-hearing people and their spouses. Busacco also addressed the Hawai'i chapter of Self Help for Hard of Hearing People, and various members of the training team made five site-assessment visits to help agencies serving elderly people improve accessibility to facilities and services

for consumers with hearing losses. The nearly 200 people who participated in the range of activities provided by the Gallaudet team were full of praise for the valuable information, communication strategies, and awareness of assistive technology that they acquired. The training was co-sponsored by the Regional Center and Gallaudet's National Academy under a grant from the Honolulu City and County Elderly Affairs Office, with additional financial support from GTE Hawaiian Tel.

☛ Deaf children and their teachers and parents on the "Big Island" of Hawai'i benefited from "Read to Me" ASL-storytelling classroom visits by **Colette Cabral**. A part-time Sign Language teacher who was recently named Kapi'olani Community College's Outstanding Deaf Student of the Year, Cabral spent one day each at Waiakea Elementary School in Hilo and Konawaena Elementary School in Kealahou, signing stories and demonstrating techniques used by Deaf parents to encourage their children to read. The neighborhood school visits are part of a literacy program the Regional Center is implementing in conjunction with the Statewide Center (Hawai'i School for the Deaf and the Blind).

☛ **Mary Balding** and her son **Trey** represented the Balding family and other Hawai'i parents of deaf and hard-of-hearing children at the Convention of the American Society for Deaf Children (ASDC) in St. Augustine, Florida, June 22-26. While there, Balding met with ASDC Executive Director **Sandy Harvey** and other leaders to discuss developing an affiliate organization for parents in Hawai'i. This is the first phase of a project the Regional Center is undertaking with grant support from GTE Hawaiian Tel. Phase two will be a one-day conference for parents and professionals in Hawai'i, tentatively slated for November 19th.

GAINFUL EMPLOYMENT

The Vocational Services Center, a component program of the Lexington Center, Inc., is the latest recipient of the PEER Regional Network's "exemplary" program award. Based in Jackson Heights, New York, with additional sites in New Jersey and (as of next October) Puerto Rico, VSC provides vocational rehabilitation to deaf adults, many of whom have multiple disabling conditions and are poor, inner-city minority members with a history of inability to obtain or maintain employment. The decision to grant "exemplary" status follows a rigorous and comprehensive evaluation of the program by PEER's professional advisory board, as well as an on-site visit by PEER staff. As an exemplary program, VSC will serve as a model for others to replicate, and as such, has agreed to participate in technical-assistance efforts to facilitate this process.

The Lexington Center's VSC was established in 1987 and offers evaluation, job preparation, job placement, sign-language instruction, follow-along support and advocacy, and independent-living-skills programs exclusively to deaf adults. Deaf individuals are referred through New York State

Vocational and Educational Services for Individuals with Disabilities (VESID) and Division of Vocational Rehabilitation of New Jersey. Some clients are young adults making the transition from school to work, while others are adults experiencing difficulties with employment.

The program encompasses° two main components—a recreation program and a supported-employment program. VECTOR (Vocational, Educational Community Training Through Outreach and Recreation) was created in 1983 to provide a source of socialization, recreation, and vocational preparation. This evening program is offered at five locations in the New York Metropolitan area. A monthly calendar of events is mailed to over 1,000 people.

The Supported Employment Program is offered in New York City, Westchester, and throughout the entire state of New Jersey. Utilizing supportive services of a job coach initially, with co-workers and various other natural supports involved to facilitate successful adjustment, deaf clients are hired by local employers. Work placements include the Holiday Inn, Marriott Hotel, Essex House Hotel, the U.S. Postal Service, Coast Guard, and many others. A successful job-training project in the food-services and catering industry is currently in operation. It's based at Alpha Flight Services, near Kennedy Airport, and provides training in all phases of the catering business. Following an in-depth training program with the assistance of a Lexington Center staff member, the clients are then hired by the employer. Throughout the training, clients are given the opportunity to learn jobs under the guidance and supervision of a job coach while coworkers learn how to assist and communicate with them.

Background: The PEER Regional Network is a regional information exchange serving Federal Region II (New York, New Jersey, Puerto Rico, and the Virgin Islands). It identifies and promotes exemplary programs which enhance educational, vocational, and independent-living outcomes for persons with a variety of disabilities. PEER is a project of the Research and Training Institute at the National Center for Disability Services in Albertson, New York, and is funded, in part, by the National Institute on Disability and Rehabilitation Research. To learn more about this program or any of the other 43 programs, contact:

PEER Regional Network
Research and Training Institute
National Center for Disability Services
201 I.U. Willets Road
Albertson, New York 11507-1599
☎1-800-828-9272
☎(516) 747-5400 x 1310
☐(516) 747-5378 (FAX)

exemplary: outstanding; serving as an example of excellence.

rigorous: tough, demanding; having high standards.

facilitate: make easier; "smooth the way."

encompasses: includes; revolves around.

***** "A BRIGHTER FUTURE" FOR BROWARD COUNTY

The Deaf Service Center of Broward County, Inc. (Fort Lauderdale area), one of two such agencies in this county (with an estimated 20,000 deaf residents), will soon celebrate its second anniversary. Since its inception, DSC has received well over 25,000 service contracts, reflecting the rise in demand for services. DSC has been instrumental in the establishment of long-overdue programs to benefit the Deaf community and has become a valuable community resource. In addition to providing sign-language classes and interpreting services, advocacy, information, and referral, DSC has provided the following firsts in Broward County:

- * an Emergency Wallet Card for deaf and hard-of-hearing persons, stating the mandates of the ADA and DSC's 24-hour beeper number for summoning a sign interpreter;

- * an emphasis on QUALITY reflected in its policy of providing only those interpreters who have State qualification or RID certification ratings;

- * a support group for interpreters which meets monthly to work on improving skills and qualifications;

- * a monthly recreational KIDS CLUB for deaf and hearing kids which encourages the use of Total Communication among friends and family members;

- * a Board of Directors of whom half are Deaf or hard-of-hearing, as mandated by the Bylaws;

- * an entire staff well acquainted with deafness, whose members have deaf relatives and/or who are qualified interpreters;

- * a close relationship with Broward Community College which has resulted in initiation of an Interpreter Training Program;

- * job-placement services for deaf persons, in cooperation with a local agency serving disabled persons;

- * monthly "Empowerment Seminars" for deaf and hard-of-hearing people, with a variety of speakers and topics.

DSC has joined the Deaf community in its quest for full involvement in society, and acts as a resource for the Hearing community as it moves forward to share a brighter future with deaf people as equal partners.

Address: 5750 Margate Boulevard, Suite #106, Margate, Florida 33063, ☎(305) 977-0200 (TTY/Voice).

***** CONEY ISLAND RED-HOTS

The Fifth Annual "Communicating at Coney" will be held on August 28th—a day of fun at Coney Island in Cincinnati, Ohio. It's a special picnic for Deaf and hard-of-hearing people, as well as their families, friends, and those who provide services within the community. Students and other persons interested in learning about sign language and/or Deaf culture are also invited to participate in the full day of

activities.

The outing will include exhibits providing information about services and products available to the Deaf and hard-of-hearing community. Grilled burgers, hot dogs, metts, and bratwurst—plus all the fixings—will be catered for supper. There will be entertainment, too.

Communicating at Coney is open to the public. Tickets include admission, parking, picnic supper, sports activities, Sunlite Pool, and all the rides. They must be purchased in advance; none will be sold at the gate. For information, call Chairperson **Randy Bush** ☎(606) 781-4014 (TTY/Voice) or Founder/Past Chairperson **Don Breen** ☎(513) 624-0581 (TTY).



FOR HONEST CHISELERS

The Laurent Clerc Headstone and Recognition Committee of the NAD is seeking competitive bids for the design of a replacement headstone for the Clerc family plot in Hartford, Connecticut.

At its 1992 Convention (Denver, Colorado), the NAD recognized the need to restore the final resting place of **Laurent Clerc** (1785-1869), who came from his native France, worked with Rev. **Thomas H. Gallaudet** to establish what is now the American School for the Deaf, and became the first Deaf teacher in America. Through years of neglect, his grave has fallen into an almost unrecognizable state disrepair. NAD members wish to restore the Clerc Family plot to a state worthy of the man who holds a highly respected and esteemed position in the history of America's Deaf Community.

Design Guidelines and Specifications: Style: Flat slab to cover the family plot (Laurent Clerc, **Eliza Boardman Clerc**, and family members). Slab design to be in keeping with the other historical monuments in the Spring Grove Cemetery.

Material: Granite (native to New England).

Size: 8' wide x 10' long x height to be in proportion.

Design elements to include: birth and death dates, replication of the present historical tombstones, symbolism of Clerc's French roots, one of his quotes (to be decided by the Committee), acknowledgment of the NAD and significant donors. The slab will be surrounded by a berm and landscaped with low shrubs. Attention should be given to making it vandal-proof.

Projected completion date: Summer 1995.

Bidding Procedure: All submitted bid proposals must be received no later than September 1, 1994, and are to include: 1) cost for design, materials, and installation, and 2) draft sketch of proposed design. Send proposal to: **Alan R.**

Barwiolek, Clerc Headstone Committee Chair, 87 Willow Avenue, North Plainfield, NJ 07060-4530.

ENTHUSIASM A PLUS

Library Services to the Deaf Community at the District of Columbia Library is looking for volunteers to tutor one or more of the following: 1) sign language to staff and residents of agencies serving elderly and/or homebound people; 2) sign language in the weekly sign-language programs given at various branches of the Library; and 3) basic reading and writing to deaf adults who have minimal English-language skills.

No previous tutoring or sign-language experience is necessary. Training will be provided. Tutors must be willing to work for at least one hour per week for a block of 12 to 16 weeks.

For more information, call **Janice Rosen**, Librarian for the Deaf Community, at ☎(202) 727-2145 (TTY/Voice), or leave a message on the 24-hour TTY answering machine, ☎(202) 727-2255. Library Services for the Deaf Community is located at the Martin Luther King Memorial Library, Library for the Blind and Physically Handicapped, Room 215, 901 G Street, N.W., Washington, D.C. 20001.

"SILENT ABSORPTION"

A new production of *The Heart is a Lonely Hunter*, adapted from **Carson McCullers'** famed novel by **David Willinger**, who also directed, was presented at the Theater for the New City in Manhattan's East Village (the Lower East Side), in early June. **New York Times** theater critic **Stephen Holden** gave it a glowing review "(The Desperation of Life in McCullers Country)" in the Wednesday, June 1 issue. He praised its use of "slides, pantomime and artful spotlighting," its "expressionistic style that hits explosive peaks," and the fine performances of its "ensemble of 13 actors." Quote:

The play, like the novel, revolves around John Singer (**Bruce Hlibok**), a deaf-mute whose silent absorption of his friends' stories and confessions makes him almost a Christ-like figure. As portrayed by Mr. Hlibok, who once led his own company of hearing-impaired actors, the character radiates a mysterious melancholic dignity. Some of the play's most moving scenes depict his visits to a mental hospital, where he communicates with his best friend, Spiros Antonopoulos (**Ralph Navarro**), who is also deaf, in a vivid sign language that evokes silent-screen acting at its most expressive.

We cringed when we read those expressions, "deaf-mute" and "hearing-impaired," but the term "deaf-mute" IS used repeatedly in McCullers' novel. And **The New York Times** tends to cling to outdated terms. At any rate, it was good to read a positive review of an adaptation of McCullers' novel that featured a veteran Deaf performer playing this major Deaf character. (In the movie version, Singer was played by a hearing actor, **Alan Arkin**.) Holden's review was illustrated

by a striking photograph of **Shane Blodgett** (who played Jake Blount) and **Hlibok** (as Singer).

(Thanks to **Stephen Hlibok** for faxing us a copy of the review.)

“HANDS FULL OF GIFTS”

Mary Vreeland, a professional actress and visiting teacher/artist in NTID's Performing Arts Department, recently won a Helen Hayes Award for outstanding supporting actress in a resident play, for her portrayal of “Katrin” in Bertolt Brecht's *Mother Courage and Her Children*, which was performed in 1993 at the Shakespeare Theatre in Washington, D.C.

Judges for the competition considered 105 nominees in 20 categories from more than 250 productions offered by Washington-area professional theater companies. The Helen Hayes Awards, named for the beloved veteran of stage and screen, were presented May 9th at the Warner Theatre in Washington.

“Actors who are deaf have always had their hands full of gifts to offer,” said Vreeland during her acceptance speech. Producers like [Shakespeare's] Mr. **Kahn** dry our tears and let our dreams come true.”

A member of Actor's Equity Association and Screen Actor's Guild, Vreeland has taught acting and script-analysis courses at NTID since last September, and recently directed its production of *Steel Magnolias*. Professionally, her credits include the Broadway role of “Lydia” in *Children of a Lesser God*, “Patty” in a CBS Afterschool Special, *Have You Tried Talking to Patty?*, and “Rebecca” in NBC's dramatic series *Hunter*.

“DEDICATED INVOLVEMENT”



Robert and Sue Engelke of Ultratec.

Last March, Wisconsin Telecommunicators, Inc. (WTCI) gave Ultratec an award for its outstanding community service to the Deaf and hard-of-hearing community, based on Ultratec's nearly two decades of contributions toward

improving text telecommunications for people who are deaf or hard-of-hearing. Ultratec was recognized for its commitment to involving and working with the Deaf community in the development and design of TTYs.

Jack Hathaway, WTCI President, presented the plaque to Ultratec founders **Robert** and **Susan Engelke** at its biennial banquet in Delavan, which was attended by approximately 90 deaf and hard-of-hearing community advocates from around the state. As he presented the award, Hathaway cited Ultratec's contributions to TTY technology over the years, including its 1978 introduction of the first TTY priced under \$200. This challenge to produce an affordable unit broadened the opportunities for TTY users. Hathaway praised Ultratec's long-term philosophy of including all individuals, even prior to the ADA, with its barrier-free office and in-house sign classes for employees. He praised Ultratec's strong community outreach and assistance in educating the disabled and non-disabled communities on ADA rights, and for employing people with disabilities and those who have deaf parents.

Pamela Holmes, Ultratec's Director of Consumer and Regulatory Affairs, was also personally honored for her “dedicated involvement in enhancing the lives of the Wisconsin Deaf and Hard-of-Hearing Community.” She is an expert in ADA legislation, and provides training and support on ADA issues throughout the country.

Background: WTCI is a nonprofit state-advocacy organization with similar objectives to Telecommunications for the Deaf, Inc. Its award exemplifies the pride the Wisconsin Deaf and hard-of-hearing community has towards Ultratec's headquarters being located in Madison.

ALONG THE “INFORMATION SUPERHIGHWAY”

On June 3, a forum, “Accessible Telecommunications,” was held at the Hotel Washington in Washington, D.C. It was sponsored by the Association for Safe and Accessible Products (ASAP).

Jerry Nelson, MCI Senior Marketing Manager (who handles marketing for MCI's telecommunications relay service [TRS]), talked about the progress we've been making in achieving the goal of first-rate telecommunications for all. “Much as the barriers to accessibility for disabled people have been smashed over the last decade, so will those roadblocks to truly accessible telecommunications be removed in the coming years. Once those roadblocks, including a lack of open competition and of the right to choose phone carriers, are removed, service to millions of deaf and hard-of-hearing will improve at all levels. TRS levels the field of telecommunications to include everyone with a phone or TTY.” MCI operates relay centers through teaming relationships with consumer-directed organizations in states where it does business.

Nelson is also speaking on the “truly accessible information

superhighway" on two panels at the NAD convention in Knoxville, Tennessee (July 3-10). Recently, MCI official **Charles Estes** (a former NAD Executive Director) addressed the World Institute on Disability on similar topics.

Background: ASAP is a Washington, D.C. trade association established to promote the development and recognition of universal and accessible products that are easy and safe to use. It brings together manufacturers, consumers, design professionals, consultants, government officials, and researchers to share information and perspectives and to keep its members informed about new ideas, technologies, and trends, including legal cases and regulatory developments.

GATEWAY TO THE WINDOWS

Resource Power of Burlington, Massachusetts, is producing *Up and Running™*, a new series of computer-education videotapes designed for deaf users. President **Raina Harris** has a deaf brother and personally witnessed his frustration as he tried to gather everyday information. Since the average deaf person graduates high school with a fourth-grade reading-comprehension level, it's difficult to work with conventional technical materials such as software manuals and books on computers.

According to Harris, there are very few existing resources in the area of educating deaf persons in computer use. Preparing such materials requires expertise in the areas of computer technology, sign language, and teaching skills. Most current educators of the deaf don't have the technical-computer background; most technical people don't know ASL.

The *Up and Running* videotapes use ASL to convey the information. The scripts were developed by writers and editors with technical-computer experience necessary to take advantage of the special language skills of deaf people. **Mark MacDonald**, who's Deaf, host of the first series, will translate the information into ASL. There's a soundtrack and captioning, too. The captions help deaf users improve their recognition of computer terminology and make it easier to use conventional computer books and manuals.

The latest reference work for ASL was published in 1983 and thus doesn't include the computer terminology that has arisen in the past decade, such as *windows*, *mouse*, *trackball*, and *hard drive*. Yet signs for many of these words have evolved and will be included in the tapes. Words for which no sign-language equivalent is available will be fingerspelled.

Taping for the first three introductory tapes (*Computer Vocabulary*, *Introduction to DOS*, and *Introduction to Microsoft Windows*) was done in May; they are now available. Each is approximately 22 minutes long. Then, four series of five tapes each will be created covering DOS, Microsoft Windows, WordPerfect, and Lotus 123. The DOS and Windows series will be available in September; the WordPerfect and Lotus 123 series in December. With the assistance of Bunker Hill Community College in Boston,

Massachusetts, Resource Power plans to produce additional instructional videos over the next 5 years ranging all the way to C and C++ programming.

GIMME A BUZZ



The Vibrating Personal Pager (transmitter and receiver) is a lightweight, compact solution to an old problem.

Reaching someone in a noisy area or with hearing loss is now as simple as the push of a button from The Greatest of Ease Company. Pressing the button on its hand-held transistor makes the receiver vibrate, alerting the wearer that they're being called. It's completely wireless, battery-operated, and works both indoors and out to a range of about 100 feet, through most barriers.

The matchbox-size transmitter runs on a 12-volt battery, while the card-deck-size receiver requires two AA batteries. A clip on the receiver allows it to be worn on a belt or clothing and transmits the vibrations to the wearer when signalled. The transmitter and receiver together, with batteries, weigh 5 ounces, making it easy to wear and use discreetly. The system is completely portable, and no installation is required.

MERRILL'S FIVE NEW LINES

Merrill Lynch has set up five new TTY lines to help Deaf and hard-of-hearing people with mortgages, home refinancing, and securities-based credit. Said **Chris Sullivan**, Assistant Vice President of Merrill Lynch's Deaf/Hard-of-Hearing Investor Services: "One line is dedicated to customer inquiries on products, rates, or mortgage selection; three lines are for applications in process; and one line is for account updates and servicing once the mortgage has closed. With this service, Merrill Lynch Credit Corporation can serve deaf and hard-of-hearing clients at every step of the mortgage process."

Merrill Lynch offers a broad range of innovative mortgage products, including:

\$ The PrimeFirst© Self-Directed™ Mortgage—This

1994

Stone experienced a bilateral hearing loss in World War II. Following his Army service, he graduated from the University of Southern California and attended the Master's program at the School of Advanced International Studies, Johns Hopkins University. He then spent 25 years in the federal service with the Central Intelligence Agency, earning its highest award. He has devoted his time and energies to working for the welfare of hard-of-hearing people, focusing attention on their interests in health and human services, government, academia, and industry and research.

A Pennsylvania State University study filtered 25 musical

The *perfect* holiday gift.

For your hearing friends, parents, family,
boss, neighbors, classmates, teachers,
co-workers. . . or yourself!

Deaf people:

Tired of having to answer the same old questions?

Tired of having to explain your culture over and over again to hearing people?

Hearing people:

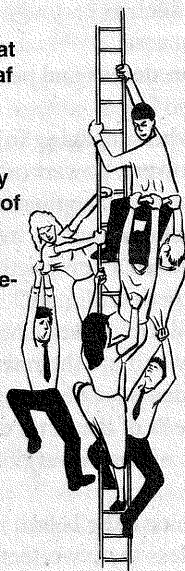
Need a "quick fix" for your questions about the Deaf community?

Ever wished there was an enjoyable laypeople's handbook on Deaf Studies?

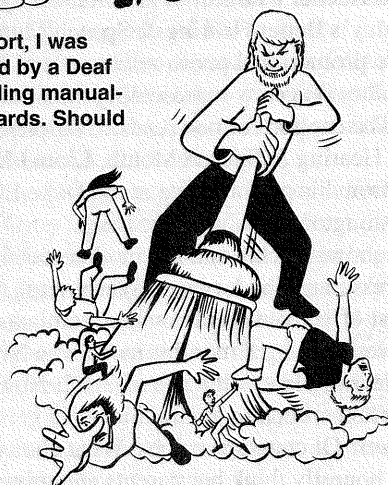
Here's a solution!

Here in one handy volume, in a Q/A format, are concise answers to some of the most commonly asked questions about the Deaf community, its culture, sign language, and communication. Written in a simple, clear, nontechnical style for those without any prior background. All 60 chapters of the popular "For Hearing People Only" feature from the first 5 years of **DEAF LIFE** are included—newly revised, expanded, and illustrated. 336 pages.

I've noticed that successful deaf persons are always put down by other deaf people, by means of lack of support and gossip—backstabbing, name-calling, nasty rumors. Can't deaf people appreciate successful achievers who benefit their community?



At the airport, I was approached by a Deaf person selling manual-alphabet cards. Should I buy one?



"How did Alexander Graham Bell almost succeed in wiping out Deaf Culture?"



"What is Deaf Culture? Has anyone studied it from a sociological perspective?"

Order a hardcover ad
This offer is available ONLY t

Also available at:
Harris Communications

1-800-825-6758 (Voice)

1-800-825-9187 (TTY)

T.J. Publishers, Inc.

(301) 585-4440

Gallaudet Bookstore

(202) 651-5380

(202) 651-5271

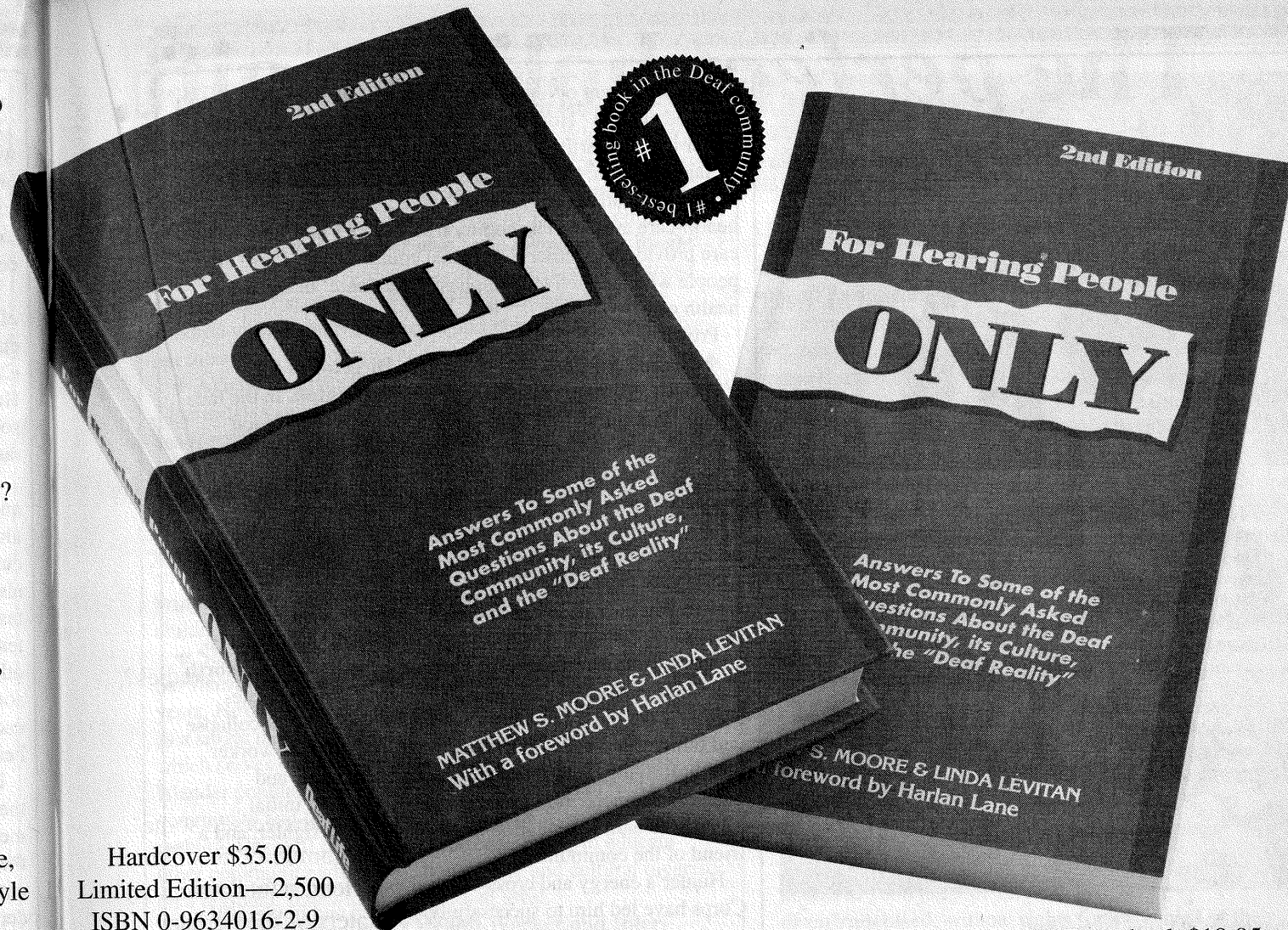
GLAD Bookstore

(213) 383-2220

DCARA—Deaf Store

(510) 251-6414 (Voice)

(510) 251-6412 (TTY)



Hardcover \$35.00
Limited Edition—2,500
ISBN 0-9634016-2-9

Paperback \$19.95
ISBN 0-9634016-1-0

Special "One of Each" offer:

Get a hardcover and a paperback—**both** for \$45.00—a savings of \$9.95 off the regular prices!
Available **ONLY** through Deaf Life Press/MSM Productions, Ltd. It is not available through any other store or catalog.

Please print clearly!

Name: _____

Address: _____

City: _____

State: _____ Zip: _____ Phone: (____) _____

****Credit cards (MC, VISA, DC)
are accepted ONLY for RUSH orders.**

☐



☐



☐



Credit Card #

____/____/____/____/____/____/____/____/____/____/____/____

Expiration date ____/____

Signature _____

	Price USA/Outside	Shipping/handling		New York Sales Tax	Total
		Regular*	RUSH**		
Paperback	\$19.95/22.95	☐ \$2.00	☐ \$5.00	☐ \$1.60	
Hardcover	\$35.00/38.00	☐ \$2.50	☐ \$5.00	☐ \$2.80	
Both	\$45.00/51.00	☐ \$4.00	☐ \$7.00	☐ \$3.60	

*Regular orders take 2 to 6 weeks for delivery.

**RUSH orders will be sent out within 2 to 4 business days after we receive the order.

Special quantity discounts (20 or more copies) are available. Contact us for details.

Canadian/Foreign orders:

Please enclose an International Money Order (U.S. funds only).

A \$20.00 fine is charged on all bounced checks.

Send this order form with check or money order payable to:

HPO Book, c/o MSM Productions, Ltd.

85 Farragut St.

Rochester, NY 14611-2845

FAX (716) 328-6720

Handling time, prices, postage, etc., subject to change without notice. DL

Photocopies of this form accepted.



her to that nasty old sign language?

Sometimes photographs have a way of slyly revealing the truth. In spite of her being touted as a "miracle child" in those Better Hearing & Speech Month promotional releases, the photos show Rachel looking confused. Is that expression of anxiety and bewilderment part of the "cost-effectiveness of cochlear implants"?

.....

"AGAINST ENORMOUS ODDS"

On May 25, eleven persons who exhibit commitment, innovation, and leadership in community health care were awarded \$1,000,000 to further their efforts. From New York to rural Oregon, from homeless elders to children with AIDS, these leaders are on the frontline of American health care. "They are fighting against enormous odds and with scarce resources to provide care to the millions slipping through the cracks of the American healthcare system," said **Catherine M. Dunham**, Director of the Robert Wood Johnson Community Health Leadership Program.

Anna Bissonnette, one of the 1994 award recipients and longtime Boston elder advocate, said something echoed by her fellow honorees: "It's strange to hear some people say that there's no health-care crisis. If just one poor child dies from

lack of treatment or one elderly person dies on the street, isn't that bad enough? How many people in our country have to suffer unnecessarily or die before people care?"

Said Dunham: "We are here today to recognize individuals whose innovative solutions can serve as models for a better health-care system. The common thread that ties these health-care providers together is personal commitment. These are people who instinctively emphasize the 'care' in the word health care."

Profiles:

✦ **Rachel Atkins, P.A., Executive Director of the Vermont Women's Health Center, Burlington.** In the face of violent intimidation^o tactics by opponents to abortion rights, Atkins demonstrates tremendous courage, grace, and commitment in providing women access to much-needed OB/GYN^o services. Her program serves as a national model for delivering quality patient-centered care, health education, and medical training by physician assistants for doctors and other health-care providers.

✦ **J. Michael Baker, Executive Director, and Harold Hunter, Substance Abuse Program Coordinator, of Tri-County Community Health Center, Newton Grove, North Carolina** (shared award). Baker left a successful private-sector career to rescue a health clinic on the verge of collapse and build it into a recognized champion of migrant-worker health. Relying on his strong organizational skills and business acumen,^o he endured financial risk and initial mistrust to earn a reputation as an innovator, a fighter, and a friend of the community.

Hunter's energy and cross-cultural experience in the Peace Corps have led him to successfully develop and implement a community-wide substance-abuse program for migrant workers. His program combats substance abuse among a disenfranchised,^o highly mobile population by skillfully blending primary health care, individual counseling, health education, and community coalition-building.

✦ **Charles Belting, D.D.S., Dental Director of Valley-Wide Health Services, Inc., Alamosa, Colorado.** The only dentist in over 8,000 square miles who provides dental services to 12,000 poor and uninsured patients, Belting goes by the philosophy that if a "family has driven 100 miles, he will take care of the whole carload before he goes home." His willingness to stand up for what he believes and his enthusiasm and love for his work have led to first-time dental coverage for the unemployed, a new training program for dental students at his clinic, and a draft state law to fund preventive dental care.

✦ **Anna Bissonnette, R.N., M.S., Coordinator of Elderly Health and Housing Services, Boston University School of Medicine/University Hospital, Boston, Massachusetts.** Bissonnette is described as a "maverick"^o who has overcome institutional resistance to involve health-care providers in the needs of the elderly poor. Since 1986, she has built a coalition of elder-service providers and public officials to fund housing for homeless elders. She chairs an organization that has renovated a boarding house for homeless women and is

converting a warehouse into homes for elders.

✦ **Marisa Santos de Blay, Executive Director of Proyecto Amor, Rio Piedras, Puerto Rico.** When de Blay learned that the abandoned children she visited were HIV+ and had nowhere to go, she and her husband bought and renovated a house which is now home to 35 HIV+ children. Relying on instinct, perseverance,° and love, she has fought deep-rooted cultural stigma° and discrimination to get these children into the public schools. Her home provides the children with both the emotional and physical support to live out their lives with dignity and serenity.

✦ **Arlene Goldsmith, D.S.W., Executive Director of New Alternatives for Children, Inc., New York City.** Goldsmith passionately believes that chronically ill and severely disabled children have the right and the ability to live in the community, rather than in the depersonalized settings of a hospital or institution. In 1981, she created an agency that helps these children leave hospitals and return to caring community environments, saving millions in hospitalization costs and bringing dramatic improvement and new hope into many children's lives.

✦ **Sherry Hirota, Executive Director of Asian Health Services, Oakland, California.** Executive Director for 11 years, Hirota began her involvement in Asian health services as a single mother seeking health care. Hirota's organization, which serves one of the nation's largest Asian and Pacific Islander populations, reflects a deep commitment to her community and to patient participation in program decision-making. Her skill lies in an exceptional ability to educate other community advocates about health and cultural diversity on a regional, statewide, and national level.

✦ **Ly Sieng Ngo, Family Health Worker and Interpreter, Community Health Interpretation, Seattle, Washington.** Ly Sieng, who lost most of her family during the Cambodian War, battles Post Traumatic Stress Disorder like many other victims of the Khmer Rouge. As an interpreter and medical assistant for community-based health programs, her work is as much mental health as translation. She provides a unique language and cultural bridge that allows otherwise reserved Cambodian families to talk about their problems and find peace and community through group work projects.

✦ **Margaret Peake Raymond, M.S.W., Director of the Minnesota Indian Women's Resource Center, Minneapolis.** Having first-hand experience with the death and destruction caused by alcohol-related diseases among Native Americans, Raymond founded the most comprehensive program in the state which provides health and social services to Native American Indian women and families. Her holistic° model addresses the many causes of poor health in her community by providing treatment for alcohol and chemical dependency day care, parent education, housing, and transportation.

✦ **Leon Schimmel, M.D., Medical Director of Yolo County Midwifery Service, Davis, California.** When, in 1988, obstetricians in Yolo County stopped providing care to low-income, uninsured women, Schimmel organized and led a county-wide coalition which created a public-private clinic to

provide prenatal, delivery, and follow-up care. His perseverance and courage in the face of opposition from his peers and canceled malpractice insurance has enabled him to build a service that is described as "the best thing to happen to poor women in this county."

Background: The Robert Wood Johnson Community Health Leadership Program was set up to encourage and support health-care providers who have overcome seemingly insurmountable° obstacles to bring services to underserved communities. Ten \$100,000 awards consist of a \$5,000 personal stipend° and \$95,000 program enhancement. The funds can be used over a 3-year period to expand current programs, develop new services, travel to other programs, or pursue educational or training opportunities.

Winners of the Robert Wood Johnson CHLP awards are nominated by consumers, community leaders, health professionals, government officials, and others who are personally inspired by these leaders who provide essential community-health services.

The awards program is supported by The Robert Wood Johnson Foundation, the largest private philanthropy dedicated exclusively to improving the health and health care of people in the United States. For information, contact the CHLP at 30 Winter Street, Suite 1005, Boston, MA 02108, ☎(617) 426-9772 (Voice); ☐(617) 451-5838 (FAX).

intimidation: trying to frighten or terrorize.

OB/GYN: obstetrical and gynecological.

acumen: good judgement; keen insight.

disenfranchised: without rights (or awareness of their rights); not voting; not represented.

maverick: someone who refuses to conform to prevailing attitudes; a dissenter; someone who stands alone.

perseverance: refusing to give up.

stigma: shame; a mark of humiliation.

holistic: emphasizing the importance of the whole and the interdependence of parts (e.g., mental, motional, and physical health).

insurmountable: impossible; cannot be overcome.

stipend: monetary gift; fixed or regular payment; allowance.

WHAT'S DOING IN LOS ANGELES

Openings

➤ **Mexican color:** *Colorín Colorado: Art of the Indigenous Children of Mexico*—a traveling exhibition of mural-sized works on canvas, black-and-white photographs, and cardboard figures—will be on view around the clock until July 31 on the departure level in the Tom Bradley Interna-

tional Terminal at Los Angeles International Airport.

The exhibition, which opened at the National Museum of Fine Arts in Mexico City and will travel throughout Japan after its showing in Los Angeles, includes 8 murals painted by children of indigenous^o cultures of Mexico. Each mural depicts the stories, people, places, events, and daily life intrinsic^o to the children's cultural group, such as a pilgrimage to the town of Wirikuta, a village kickball race, musical groups, or the arrival of the community healer. Up to 25 children of a single cultural group worked on each mural.

Colorín Colorado, dedicated to the memory of Luis Donaldo Colosio, was organized by the Health Fund for the Indigenous Children of Mexico (Fideicomiso para la Salud de los Niños Indígenas de México); project organizer was Ofelia Medina Torres, president. Artistic director for the exhibition was Carmen Parra. The Los Angeles segment of the exhibition (which opened June 13) is sponsored by the Mexican Cultural Institute of Los Angeles, Lorenza del Rio de Icaza, director, and the City of Los Angeles Departments of Airports and Cultural Affairs. Additional support was provided by the Consulate General of Mexico in Los Angeles.

For more information, contact Jennifer Easton, Cultural Affairs Department, at ☎(213) 485-4581 (Voice), or Arturo Ville, Mexican Cultural Institute, at ☎(213) 624-3660 (Voice; Spanish/English).

indigenous: native; aboriginal.

intrinsic: deeply rooted; innate.

➤ **Look up—and around:** A photo-documentary exhibition by Heinz J. Kuzdas—*Mural Art in Three Sister Cities: Los Angeles, Berlin, Mexico City*—opened June 19 at the Los Angeles Central Library, 630 west 5th Street, between Flower Street and Grand Avenue in downtown Los Angeles. It runs through July 19.

The exhibition presents large-sized color photographs of selected murals from Berlin, Los Angeles, and Mexico City, each urban center tied to the other two as official Sister Cities. Kuzdas, born in Kuenzelsau, Germany, and now living in Berlin, has participated in about 100 exhibitions around the world. He says that since the 1970s, many cities in the United States have created new forms of street art that have influenced the art movement in Europe. However, he explains, the origin of the modern wall painting is to be found in Mexico starting in the 1920 when the work of such painters as José Clemente Orozco, David Alfaro Siqueiros, and Diego Rivera made Mexico City the capital of mural art.

A catalogue in English, Spanish, and German is available for purchase. The cover artwork is a photograph of "The Global Chess Game," a new mural in Berlin by Los Angeles artists Eva Cockcroft and Paul Botello, depicting the different world cultures.

Mural Art in Three Sister Cities is sponsored by the City of Los Angeles Cultural Affairs Department, the Goethe-Institut Los Angeles/German Cultural Center, the Berlin-L.A. Sister City Committee, the Cultural Affairs Office of the Mayor of

Berlin, and Lufthansa/German Airlines. Gallery hours are Monday, Thursday, Friday, Saturday, 10 a.m. to 5:30 p.m.; Tuesday and Wednesday, noon to 8 p.m.; Sunday 1 to 5 p.m. For further information, call ☎(213) 847-3368 (TTY) or ☎(213) 485-3433 (Voice).

➤ **Docents wanted:** Applications are being accepted for the fall docent-training program at Frank Lloyd Wright's Hollyhock House in Barnsdall Art Park, 4800 Hollywood Boulevard, Los Angeles. Volunteers will conduct tours of the house, a designated historic-cultural monument. Tours are given weekdays and weekends for adults and schoolchildren. Docents are especially needed for weekday tours.

A 10-week training session will be held on Wednesday and/or Saturday mornings starting in mid-September. This includes tour techniques, a survey of Wright's work, and in-depth studies of each room of Hollyhock House. An informal orientation meeting will be scheduled prior to the start of the training program. For more information, or an application, call Ina Borenzweig at ☎(213) 660-4254 (TTY) or ☎(213) 485-4581 (Voice).

➤ **Reminder:** 1995-96 Cultural Grants application and guideline forms are now available at Los Angeles Public Library branches (check phone book for nearest branch), Los Angeles City Council district field offices, and CAD arts centers; call ☎(213) 485-8665 for locations. For further information: Grants Division, ☎(213) 847-3368 (TTY); ☎(213) 620-8635 (Voice).

➤ **Pride & preservation:** During the week of May 26, the City of Los Angeles Cultural Heritage Commission honored two individuals and four projects with 1994 Historic Preservation Awards. The awards were given in 6 categories: individual contribution to preservation and the Cultural Heritage Commission, single-family residential-rehabilitation project, multi-family residential-rehabilitation project, governmental rehabilitation project, commercial rehabilitation project, and Historic Preservation Overlay Zone (HPOZ) development.

The following individuals/projects were honored:

David Cameron: Receiving the award in the individual-contribution category, Cameron is a current or past officer of more than a dozen local and national preservation organizations. In May, he was appointed to the California State Historical Resources Commission, which recommends additions to the National Register. He is chairman of the Los Angeles County Historic Landmarks and Records Commission as well as a board member of the National Alliance of Preservation Commissions.

La Casa de las Campanías: 350-354 North June Street, Historic-Cultural Monument 239; accepting the award for a single-family residential structure were Tom Michali, renovation architect, and Richard Armstrong, project manager. The 37-room mansion, an example of Spanish Colonial Revival architecture, was built in 1928 by the Mead family. Originally designed by Lester Scherer, the residence has a 3-story clock

tower housing four massive bells.

Wells-Halliday Mansion: 2146 West Adams Boulevard, Historic-Cultural Monument 458; accepting the award for a multi-family residence was Michael Weinstein, Executive Director of the AIDS Healthcare Foundation, which owns the structure and uses it as offices. Architect Franklin Po designed the renovation. Constructed in 1901, architect unknown, the Wells-Halliday mansion is an example of Dutch Colonial Revival style.

Ivy Substation: 9009-9031 Venice Boulevard, Historic-Cultural Monument 182; accepting the award for a governmental structure were Susan Berg, of the Culver City Redevelopment Agency, the tenant, and Milford Wayne Donaldson, renovation architect. Completed in July 1907, architect unknown, to provide power for the expanding system of the Los Angeles Pacific Railway, the Ivy Substation now will be used as a community center. It was designed in the Mission Revival style of architecture.

Wiltern Theater: 3750-3790 Wilshire Boulevard, Historic-Cultural Monument 118; accepting the award in the commercial/institutional category were Wayne Ratkovich, owner, and Brenda Levin, renovation architect. Construction of the building, designed in the Art Deco style, began in October 1930. The original architect was Morgan, Walls & Clements; the original interior architect was G. Albert Lansburgh. The blue-green terra-cotta-covered tower is described as French Zig Zag Moderne styling. The Wiltern Theatre housed the largest theater pipe organ in the western United States.

Tom Morales: Receiving the award for his contribution to the establishment of historic districts in the city of Los Angeles, Morales spearheaded in 1980 the creation of the Historic Preservation Overlay Zone ordinance and initiated the designation of Angeleno Heights as the first HPOZ. A graduate in international relations from the University of Southern California, he is past chairman of the Angeleno Heights Preservation Association.

Background: The annual Historic Preservation Awards, in addition to paying tribute to individual contributions to preservation, are designed to honor those responsible for the accomplishment of exemplary, completed historic-rehabilitation work on the city's designated Historic-Cultural Monuments or on a structure within a Historic Preservation Overlay Zone. Another criterion for the awards is that the project has not been previously recognized by the Cultural Heritage Commission.

The purpose of the awards is to strengthen the city's historic-preservation program. May Z. George serves as president of the Cultural Heritage Commission of the City of Los Angeles Cultural Affairs Department. For further information about historic preservation and the Commission: (213) 485-2433.

Continuing attractions

➤ *Understanding Folk Arts*, an ongoing program that brings folk-art performances to all 64 branches of the Los Angeles Public Library and the Inner City Bookmobile unit.

The free performances, representing a variety of cultures, include storytelling, folklore, puppets, instrumental music, and song. Sponsored by the Cultural Affairs Department, the series is a collaborative project between CAD's Folk and Traditional Arts Program and the Los Angeles Public Library. For details and dates, call the individual library.

➤ Tours of Watts Towers, weather permitting, every Saturday and Sunday from 10 a.m.-4 p.m. Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. Site is adjacent to Metro Blue Line stop at 103rd Street and Graham Avenue. (Nominal admissions fee for adults; children free.)

➤ Permanent installation from the collection of Dr. Joseph Howard, a world-famous collector of drums and folk instruments from around the world. In the South Gallery of the Watts Towers Arts Center.

➤ "Field Trip to the Towers," a multicultural-arts program that provides visiting groups with interdisciplinary arts experiences. Watts Towers Arts Center. For registration and further information: ☎(213) 485-1795

➤ *ASL Tours of Hollyhock House* are offered on the first Sunday of each month. Call ☎(213) 660-4254 (TTY) for reservations and time. Barnsdall Art Park, 4800 Hollywood Boulevard, Los Angeles. Nominal admission fee for adults; children free.

➤ *Will & Co. Workshops*, every Tuesday and Wednesday evening, include topics such as fencing, text interpretation, and Shakespearean performance. LATC, 514 S. Spring Street, Los Angeles. For membership information: ☎(310) 798-6290. Ask about accessibility.

➤ The series, *Writers of the Historic Wilshire Corridor*, runs through December 4. It's designed to examine the work of writers living in Los Angeles during the period after World War I through the end of World War II. Their work often drew on experiences in the Wilshire Corridor and, in turn, helped to shape the image of Los Angeles. Each lecture is followed by a discussion period.

Previews

July 5

➤ Summer session starts at Barnsdall Arts Center, Barnsdall Art Park. ☎(213) 485-4474. (Through September 2.)

July 9

➤ Solo exhibition by installation artist Kayren Lyle. Opening reception: July 17, 2-5 p.m. Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. ☎(213) 485-1795 or ☎(213) 847-4646. Free.

➤ *Play Ball*, an exhibition of children's sports artwork created to honor ARTS94. Opening reception: 2-4 p.m. Children's Gallery at Junior Arts Center, Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. ☎(213) 485-4474.

July 10

➔ *Aldous Huxley's Los Angeles*, a lecture by Dr. Walter Wells. Fifth in the 10-part lecture series *Writers of the Historic Wilshire Corridor*. Lecture followed by discussion. 11 a.m. George C. Page Museum Park, corner of Wilshire Boulevard and Curson Avenue, Los Angeles. ☎(213) 485-2433. Free.

➤ *Sunday Open Sunday*, a free family-art workshop, presents “Self-Portrait/Photo Art,” with photo artist Jean Ferro, 2-4 p.m. Theme of series: “Our L.A. Home: A Growing Work of Art.” Junior Arts Center Gallery, Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. ☎(213) 485-4581.

July 17

➔ *Sunday Open Sunday* presents “Homes of the Future,” with artist Teresa Tolliver, 2-4 p.m. William Mead Homes, 1300 N. Cardinal Street (two blocks east of North Main Street), Los Angeles. ☎(213) 485-4474.

➔ *Orchids in the Storm*, an installation by artist Kayren Lyle with accompanying visual poetry by K. Curtis Lyle. Opening reception: 2-5 p.m., Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. ☎(213) 485-1795 or ☎(213) 847-4646. Free.

July 19

➔ **UNDEREXPOSED**, a juried exhibition of under-represented media, including photography, photo-driven work, video, video installation, digital imagery, and performance. See July 24 listings. Municipal Art Gallery, Barnsdall Art Park, 4800 Hollywood Boulevard, Los Angeles. ☎(213) 485-4581.

➔ *Through the Cracks: Visions of Youth*, an exhibition of photography, video, and writing by Los Angeles-area youth who are working with artists through various youth programs. Jurors: Claire Aguilar, Jonathan Green, Joe Smoke, and Louise Steinman. See July 24 listings. Junior Arts Center Gallery, Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. ☎(213) 485-4581.

July 24

➔ *Sunday Open Sunday* presents “Kul*Ahzh—Home Reflections of Growth,” with artist Gail Arriola, 2-4 p.m., Farmers Market, Third Street and Fairfax Avenue, Los Angeles. ☎(213) 485-4474.

➔ **UNDEREXPOSED**, opening reception: 2-5 p.m.,
Municipal Art Gallery, Barnsdall Art Park, 4800 Hollywood
Boulevard, Los Angeles. ☎(213) 485-4581.

➔ *Through the Cracks: Visions of Youth*, opening reception, 2-5 p.m. Junior Arts Center Gallery, Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. ☎(213) 485-4581.

July 31

➔ *Sunday Open Sunday* presents “Dolls That Carry You Home,” with artist Riua Akinshegun, 2-4 p.m., Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. ☎(213) 485-4474.

August 7

➔ *Sunday Open Sunday* presents “Family Unity,” with artist Charles Sherman, 2-4 p.m., Junior Arts Center Gallery, Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. ☎(213) 485-4474.

August 21

➔ “Nathanael West, William Faulkner and Hollywood’s Memento Mori,” a lecture by Dr. John Swift. Sixth in the 10-part lecture series *Writers of the Historic Wilshire Corridor*. Lecture followed by discussion. 11 a.m. Farmers Market, Art Gallery, West Patio, Third Street and Fairfax Avenue, Los Angeles. ☎(213) 485-2433. Free.

➔ Children's Festival of the Arts, 10:30 a.m.-4:30 p.m., featuring Make*A*Circus, a participatory circus theater. This year's theme: "Under the Sea Adventures." Make*A*Circus Company Show starts at 12:30 p.m. Hands-on art workshop, "Under the Sea," from 10:30 a.m.-12:30 p.m. Circus workshops start at 1:45 p.m. Community Show with children joining in with Make*A*Circus performers, 2:15 p.m. Barnsdall Art Park, 4800 Hollywood Blvd., Los Angeles. Sponsored by the Hollywood Arts Council, Stephen J. Cannell Productions, Inc., and the Junior Arts Center of the Cultural Affairs Department. ☎(213) 485-4474. Free.

GENERAL INFORMATION

➔ For exhibits and events in Barnsdall Art Park, call (213) 660-4254 (TTY). This TTY is located the Municipal Art Gallery, which serves all the facilities in Barnsdall Art Park: Hollyhock House, Junior Arts Center, Barnsdall Arts Center, and Gallery Theatre—same number.

➔ For more information, contact the Los Angeles Cultural Affairs Department at ☎(213) 847-3368 (TTY) or ☎(213) 485-2433 (Voice), or the phone numbers given for each facility. (Most are Voice, so use the relay service.)

➔ For a complete calendar of events and previews, and list of Cultural Affairs Department facilities, contact: City of Los Angeles Cultural Affairs Department, 433 South Spring Street, 10th Floor, Los Angeles, CA 90013.



BITS & PIECES

☞ Invisible thousands? The April 28 issue of the **Miami Herald** contained a letter to the editor from **Stephen D. Bail**, Executive Director of the Deaf Services Bureau in Miami, in response to another reader's complaint about real-time-captions on local TV stations. (The reader complained that these captions were "distracting" and badly-coordinated.) Bail wrote: "It is true that real-time captioning cannot be turned on and off as closed captioning can. However, not having access to the same information as the hearing community, with the same timeliness, is more than "distracting" to the 203,000 deaf and hard-of-hearing people in Dade County, it is discriminatory." He expressed his support of real-time captions

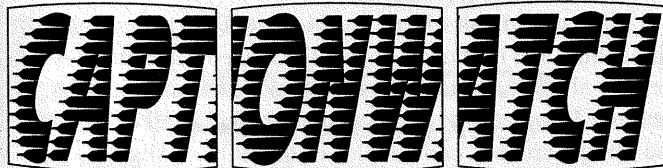
and the local stations which had installed and begun using them to make its news more accessible to everyone.

Our reader Harold B. Crane had no quarrel with that, but he did wonder about Mr. Bail's demographics. Where, he asks, did Mr. Bail get such a *huge* Deaf and hard-of-hearing population for Dade County? "Where are Deaf on street, work, and Miami Association for the Deaf!!" asks Mr. Crane. "I don't [feel] comfortable [with such a large estimate of our numbers]."

Holding their own: Jin Kyoung Kim, Lisa Sudmann, Denise Walch, and Zachary Palisoc, students in the drama program at Mill Neck Manor School for Deaf Children, participated and won third place in the Adelphi University Theatre Competition on May 8th. Under the direction of teachers Karen Mizzi and Diane O'Neill, they performed a 5-minute piece from their play, *Murder on the Re-Run*, produced on June 6th and 7th in the campus gymnasium.

About 20 public high schools performed in the areas of music, drama, and comedy. This was the first time Mill Neck Manor students participated in a mainstream-type competition.

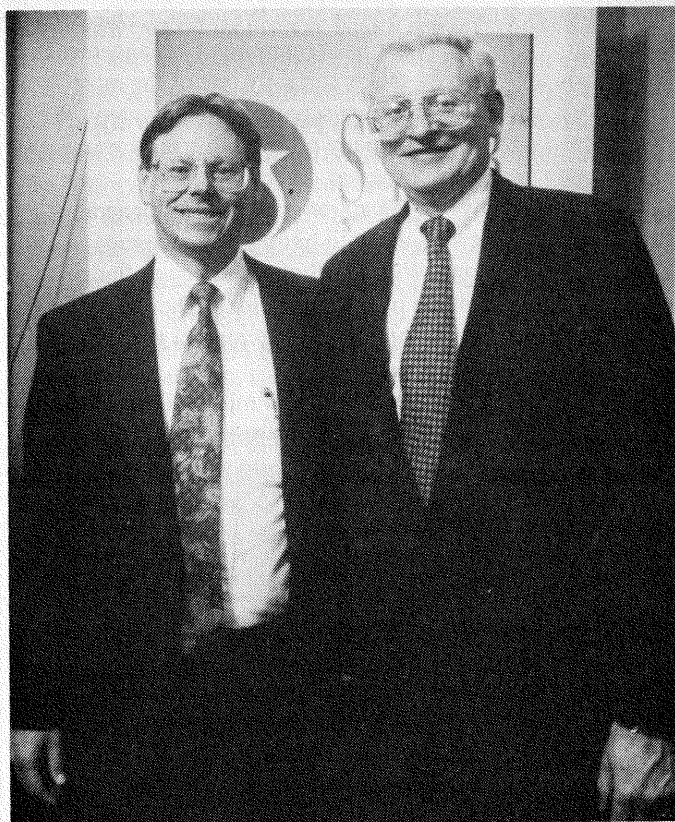
Happy listening: Eleven Country & Western singers/recording artists are participating in a public-service announcement program for the American Speech-Language-Hearing Association (ASHA). Those participating in the program include Reba McIntyre; Matthews, Wright, & King; Billy Ray Cyrus; Marty Stuart; George Jones; Sammy Kershaw; Joe Diffie; Joy White; Hank Williams, Jr.; Earl Thomas Conley; and Aaron Tippin. The PSAs, which were recorded with the help of WSM radio in Nashville, began airing on radio stations nationwide during the spring. They talk about speech, language, and hearing disorders and available treatment. (*Our question:* What does this mean? As long as you can hear the radio, there's hope for you?)■



POWER BUTTON

On May 24, during a commemorative ceremony at the National Cable Television Association annual meeting in New Orleans, StarSight Telecast's co-founder, chairman, and CEO **Michael Faber** officially introduced its service to the first U.S. cable household via a live-satellite feed from Viacom Cable's television system in Castro Valley, California. StarSight Telecast's cable-service introduction partners, Viacom Cable and General Instrument Corporation, were also represented at the ceremony by **John Goddard**, President, Viacom Cable, and **Hal Krisbergh**, President of General Instrument Communications Division.

This event marked the availability of StarSight via spe-



Michael Faber (left), StarSight Telecast CEO, with Philip Bravin, NCI President, at the May 24th NCTA annual meeting.

cially-equipped Jerrold 2900 cable converters within the Viacom Cable Castro Valley system. StarSight was in use in selected cable homes in Castro Valley during April and May on a test-market basis. Following positive results and enthusiastic response from test-market users, Viacom Cable initiated a full introduction of StarSight service to its 13,000 subscriber households. It's the first such system actively being used in cable households on a regular (non-test-market) basis.

"StarSight Telecast is extremely pleased to be the first on-screen guide company to provide the cable industry with an easy-to-use interactive consumer-friendly guide which also includes VCR recording," said Faber. "For the past 3 years StarSight Telecast has conducted rigorous market research to determine what consumers really needed to get more enjoyment from their TV sets and cable-television service. Based on what they told us, StarSight was created especially to simplify the television-viewing process." Added Goddard: "We're delighted to be the first cable system in the United States to offer the ease and convenience of StarSight's program guide and VCR function. This will truly enhance the television-viewing experience."

StarSight Telecast is now offering deaf and hard-of-hearing television viewers complete closed-captioned program-guide information as a standard feature of its StarSight™ patented on-screen, interactive program guide with one-touch VCR record.

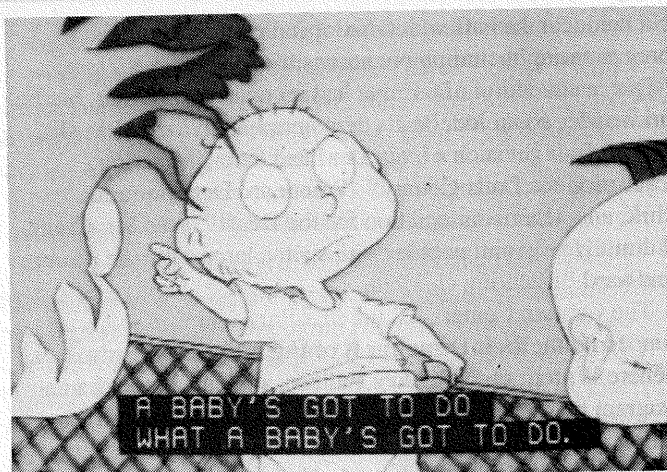
Currently, the only way a caption-viewer finds programming is by changing stations until hitting on a program displaying the captions. With StarSight, the viewer finds programming through the interactive guide's Themes feature. StarSight lists all closed-captioned programs for the next seven days.

"This is a major opportunity for deaf and hard-of-hearing Americans to use and enjoy the far-ranging TV-program offerings available today," said Michael Faber. "StarSight is providing not just a product but also a quality-of-life enhancement for our citizens who are faced with the increasingly complex task of finding and recording closed-captioned programs."

StarSight offers television viewers instant access to programming information at the touch of a button; seven days of updated program-schedule information; a simple guide for direct tuning by title, theme, and channel number; and easy, one-button VCR recording of selected programs.

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

The Caption Center continues its firm commitment to children's programming by closed-captioning Nickelodeon's Nicktoons, four original, first-run animated series. With funding provided by the Department of Education's Children's Programming grant, The Caption Center makes the Nicktoons accessible to an audience of deaf and hard-of-hearing kids, beginning readers, and children learning English



as a second language.

Doug chronicles the life and times of eleven-and-a-half-year-old Doug Funnie and friends Skeeter Valentine, Patty Mayonnaise, and Porkchop, his dog. Often feeling left out and inadequate, daydreaming Doug manages to succeed through all the twists, turns, and traumas of adolescence to gain unexpected rewards of growing up.

A mismatched pair of cartoon friends—Ren, the emaciated^o Chihuahua, and his buddy, the well-rounded cat, Stimpy—weather all the ups and downs of being best friends in *The Ren and Stimpy Show*. Appealing to the kid in all of us, Ren and Stimpy are the “odd couple” of the ’90s—a slightly disgusting, totally outrageous, constantly in-trouble dynamic duo.

Winner of numerous distinctions, including Emmy, Parents' Choice and ACE Awards, and commendations from the National Educational Association and Action for Children's Television, Nickelodeon is one of the largest producers of children's programming in the world and one of the highest-rated basic-cable networks. Since its founding in 1979,

Nickelodeon has offered a mix of innovative, original programming including Nicktoons, Nick Jr., and Nick at Night, a collection of family classics which air during primetime. Nickelodeon is a registered trademark of MTV Networks, a division of Viacom International, Inc. The Caption Center recognizes Nickelodeon's contributions to children's television and the importance of closed-captioning culturally relevant, popular, "kids first" programs for Deaf and hard-of-hearing children.

The Caption Center's Children's Programming project is funded by the U.S. Department of Education and many generous program producers and broadcasters. Federal funds account for 78% of the project (\$265,000) and private-sector funds found out the project, contributing 22% of the project (\$74,263). The Caption Center is also now responsible for captioning of PBS' *Barney and Friends* and *Mister Rogers' Neighborhood*, the Cartoon Network's *Just Yabba-Dabba-Doo It!* and *¡Es Increíble!* as well as Fox's entire children's schedule.

Beginning with the captioning of *Zoom* in the '70s, The Caption Center has dedicated itself to making television accessible to deaf and hard-of-hearing children. The Caption Center captions hundreds of children's network, public-broadcasting, cable, syndicated, and home-video programs. In addition, The Caption Center authored **Readable English for Hearing-Impaired Students and Captioning Reference Manual**, which grew out of participation in the Multi-level Captioning Project, a government-funded initiative developed to set guidelines for the effective use of captioned material in deaf education. Today, The Caption Center continues to explore and define uses of captions for the entertainment and education of deaf, hard-of-hearing, beginning reading, ESL, and learning-disabled children.

emaciated: extremely skinny; underfed; starved-looking.
malleable: pliable; easily remolded.



FROM BENEFACTOR TO BENEFICIARIES

The National Captioning Institute recently received a historic gift from the estate of **Laurel Gealt** of Philadelphia, Pennsylvania. She bequeathed \$100,000 to NCI to be used solely in support of closed-captioned television.

Gealt, 54, died January 13, 1993 in an automobile accident. She had lost her hearing as a young adult, and was actively involved in several deaf and hard-of-hearing organizations and activities. She had a special interest in closed-captioning, and was a longtime member of NCI's Caption Club. To ensure future captioned-programming access for deaf and hard-of-hearing people, she named NCI as a benefactor in her will.

In the 1993-94 television season, several prime-time programs have been captioned in part by the estate of Ms.

Gealt: *Adventures of Briscoe County*, *Bakersfield, P.D.*, *Burke's Law*, *Christy*, *Dave's World*, *Fresh Prince of Bel Air*, *Getting By*, *Good Advice*, *Good Life*, *Harts of the West*, *Hearts Afire*, *Herman's Head*, *In the Heat of the Night*, *Married with Children*, *Martin*, *Monty*, *Muddling Through*, *The Nanny*, *Nurses*, *Roc*, *Seaquest DSV*, *The Second Half*, *Sinbad*, *Someone Like Me*, *Tom*, *Walker*, *Texas Ranger*, *Winnetka Road*, and *703 Hauser Street*. The remainder of her contribution will be used to partially caption prime-time programming in the 1994-94 season.

In addition to closed-captioned funding credits, NCI will honor Ms. Gealt with a memorial plaque at its headquarters' office.

NEWS !

**You've got it?
We want it!**

**We want news—whatever
you think may be of national
interest. Deaf award-winners,
sportspeople, executives, artists.**

**School, community,
and regional doings.**

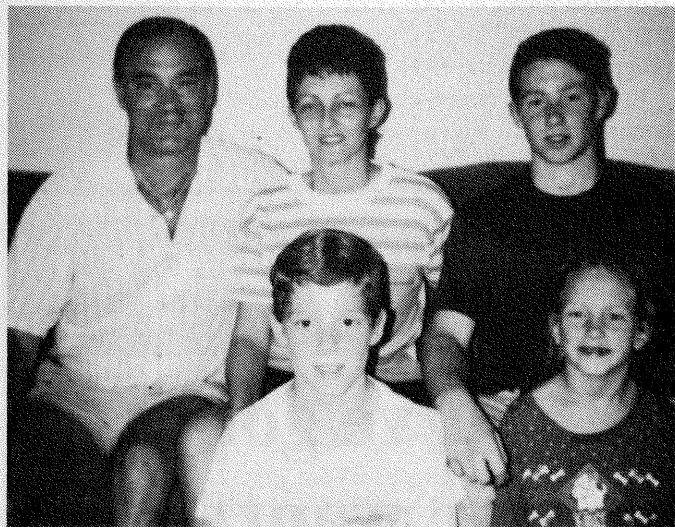
**Telecommunications,
medicine, law.**

Photos appreciated.

**Writer's guidelines
available on request.**

“Total Inclusion”:

how one family responded to the threat



The Kerek family. Left to right, front: Andrew, 9, and Heidi, 7. Back row: William and Hilda with Billy, 17. Heidi and Billy are hearing; Andrew and his parents are Deaf.

An appeal from Deaf parents of a Deaf child

February 10, 1994

I am writing in an effort to reach as many of your readers as possible. As is known to many, but still new to many more, Inclusion is a movement which is traveling around our nation at a rapid pace. It is of utmost importance that those of us who have deaf children or who are deaf ourselves, join the efforts of the many who are busy contacting our legislators pointing out the need for the continuum of placement alternatives to remain an integral part of IDEA.*

Currently I am Chair of the Parents Advisory Council, Department of the Deaf at the Florida School for the Deaf and Blind, serve as treasurer of Florida's Concerned Parents of the Deaf, a statewide parent organization of parents of deaf children, and also serve as secretary of the Florida Association of the Deaf. All three of these organizations have joined Limited Options Stifle Education, a coalition of organizations and individuals who believe in the continuum of placement alternatives under IDEA and who support the right of parents to make educational choices for their children.

We have successfully contacted Ms. Judith Heumann, Assistant Secretary of OSERS, to express our dismay at her recent comments in regard to special education being immoral. We are now in the process of contacting key legislators in Washington, D.C. as well as our own State expressing our views. We need to unite in our efforts to maintain what for

many deaf children is the least restrictive environment, the residential school, the self-contained classrooms, the resource room in the public school, etc. We must educate those who do not understand the unique needs of our deaf children. The struggle has been going on for quite some time and it continues.

[I am enclosing] my letters of December 5, 1993 to President Clinton and Judith Heumann, and a report from **The Special Educator**. [I'd like] to give the **DEAF LIFE** readers ideas and to motivate them to write to Mr. Clinton or Ms. Heumann. Please do help and support us.

William W. Kerek
St. Augustine, Florida

*IDEA: Individuals with Disabilities Education Act

“Separate but equal is not acceptable”

Adapted from **The Special Educator**, Volume 9, Issue 6
(November 2, 1993)*

The *Oberti* decision just gained new importance—it is a cornerstone of the United States Department of Education's position on inclusion, according to the nation's special-education chief.

The Department of Education (DOE) plans to send a copy of the *Oberti* decision and the department's brief supporting Rachel Holland and her parents in the ongoing Holland case, to state education secretaries, state special-education directors, and special-education administrators. Referring to the *Oberti* decision, Judith Heumann, Assistant Secretary of Education for Special Education and Rehabilitative Services, told the audience at the California Department of Education's 8th Annual Fall Conference in October, “This is the position of the United States Department of Education.”

The *Oberti* lawsuit ended in September when the Clementon, New Jersey school district chose not to appeal a court order that it must try to educate a student with Down Syndrome in a regular classroom by providing support services.

The *Holland* case, currently on appeal in the Ninth Circuit in San Francisco, is a similar case involving the placement of a child with moderate mental retardation in a regular classroom. The federal district court ruled in favor of inclusion, and the school district appealed.

In an unusual move, DOE requested the Department of Justice to file a friend-of-the-court brief supporting the Hollands and the inclusive placement. A decision should be

available by the end of the year.

There had been inklings that the Clinton administration would take a more inclusive stance than its immediate predecessors, but Heumann's speech in California ended any hinting. Several times she said DOE's special-education philosophy is that placement in the regular classroom in the home school is the first choice, but she stopped short of claiming that all students should be taught in a regular classroom. Her ardent stance was not what you usually see from a government official addressing a controversial emotional issue.

At one point, Heumann compared the IDEA's mandate with the landmark Supreme Court case on racially segregated education, *Brown v. Board of Education*, stating "separate but equal is not acceptable." She also called segregated special education "immoral."

During a question-and-answer period following Heumann's address, one special-education administrator challenged the term. "I don't support full inclusion and I'm not immoral," the administrator said, drawing the applause of many in the audience. "I think special-education students will lose in the regular classroom. These kids don't really learn anything there. Their needs are lost."

In her reply, Heumann said, "If special-education segregated classes were working, these kids wouldn't be dropping out of school in record numbers."

The inherent rightness or wrongness of inclusion is not a legal issue. The legal issue is what the IDEA requires. In California, Heumann made it clear that DOE would interpret IDEA the same way the *Oberti* decision did. The *Oberti* decision provided this interpretation of the IDEA's position on inclusion:

We construe IDEA's mainstreaming requirement to prohibit a school from placing a child with disabilities outside of a regular classroom if educating the child in the regular classroom, with supplementary aids and support services, can be achieved satisfactorily. In addition, if placement outside of a regular classroom is necessary for the child to receive educational benefit, the school may still be violating IDEA if it has not made sufficient efforts to include the child in school programs with nondisabled children whenever possible. We also hold that the school bears the burden of proving compliance with the mainstreaming requirement of IDEA, regardless of which party (the child and parents or the school) brought the claim under IDEA before the district court.

If Heumann's position translates directly to policy, it is likely that inclusion will be required in the vast majority, if not virtually all, cases. Schools not routinely integrating students may be presumed to be in violation of the IDEA. The new position appears to be that inclusion in the regular school is expected, and inclusion in the regular classroom is preferred.

As a practical matter, placement decisions made in accordance with this position may go beyond "considering" to "trying" before students can be placed outside the regular classroom.

While Heumann's speech in California defined DOE's position on inclusion, it barely addressed the potential financial ramifications of such a widespread new approach. When asked if the government would provide additional funding for inclusion, Heumann stated that she is "tired of hearing" complaints that a lack of funding contributes to exclusion of students with disabilities. She added that cost must not be allowed to keep children with disabilities out of the integrated settings. She added that if educators show parents they are advocates, too, parents and educators will be on the same side in the fight for more funding.

** This article originally appeared (in a slightly different form) in the November 3, 1993 issue of The Special Educator, and is reprinted with permission. Copyright © 1993, LRP Publications, 747 Dresher Road, Suite 500, Horsham, PA 19044-0984. All rights reserved.*

The Kereks' letter to Ms. Heumann...

December 5, 1993



Judith E. Heumann

Ms. Judith Heumann,
Assistant Secretary
United States Department of
Education
Office of Special Education
and Rehabilitative Services
400 Maryland Avenue, S.W.
Washington, D.C. 20202-
2500

Dear Ms. Heumann,

My name is William Kerek.

I am currently the President of the Parent Advisory Council at the Florida School for the Deaf, and also serve as a Secretary of the Florida Association of the Deaf, Inc.

I was reading an article in **The Special Educator**, Volume 9, issue 6—November 2, 1993. I cannot emphasize how strongly I *disagree* with you. Your implementation on total Inclusion is totally against the parents' right to choose what is the best education for their deaf children.

I want to tell you what receiving an education in a "School for the Deaf" has done for me, my father, my mother, my wife and our son, who are all deaf. My father attended the Pennsylvania School for the Deaf in Philadelphia. He was a Tool Designer for General Dynamics Corp., for over 35 years before he retired. My mother attended Marie H. Katzenbach School for the Deaf, formerly known as New Jersey School for the Deaf. She raised four children. I graduated from Marie

H. Katzenbach School for the Deaf. This type of school which you have termed "immoral" and referred to as "segregated education" taught me the trade of a machinist. I became a top-notch Tool & Die Maker for General Dynamics Corp., and later for the American Telephone and Telegraph Corporation [AT&T]. My wife, Hilda, graduated from the Colorado School for the Deaf and attended Gallaudet University. We are very successful and we owe our success to the "Schools for the Deaf" teachers, staff and administrators. Today, we have a deaf son, Andrew, who is a fourth-grader at the Florida School for the Deaf. He has earned Honors and has been on the Roll since he was in the first grade.

Total Inclusion is a concept that does not realize the impediments in communication for children who are deaf or hard-of-hearing. For children who can hear and communicate through spoken language, a Total Inclusion approach may be effective. Total Inclusion for deaf students will cost more in support staff and yield less desirable results.

Why are you destroying the credibility of your President's campaign promise? Why are you trying to destroy the education foundation that our founding fathers had built for us, the deaf constituencies?

Sincerely,

William A. Kerek

...and to President Clinton

December 5, 1993

President William Clinton
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear President Clinton,

Enclosed please find an article from **The Special Educator**, and a copy of a letter to Ms. Heumann, Assistant Secretary of Special Education and Rehabilitative Services.

We have a deaf son, Andrew, who is a fourth-grader at the Florida School for the Deaf and Blind. He has earned Honors and has been on the Honor Roll since he was in the first grade.

We are writing to you as loyal Democrat constituents. We voted for you because of the promises you made when you were a candidate. We were impressed with your commitment to continue the continuum of placement alternatives as *opposed to the total Inclusion* philosophy. Your appointee Ms. Judith Heumann's action on Inclusion is in contradiction to the commitment you made during your candidacy.

May I ask you why Ms. Heumann can readily destroy the credibility of your campaign? Why is Ms. Heumann trying to destroy the education foundation that our founding fathers built for us, the deaf constituencies? Please replace Ms. Heumann with someone who is aligned with what you believed in, commitment to continue the continuum of placement alternatives as opposed to total inclusion.

We will appreciate any assistance you can give our deaf children and look forward to receiving your response.

Sincerely,

William W. Kerek

Hilda A. Kerek

"I fully support the availability of a continuum of placement options"

Ms. Heumann responded "with a form letter that she sent to everyone who wrote to her. Many Florida School for the Deaf and the Blind administrators and teachers received the same letter," Mr. Kerek told us. Here's the text:

December 20, 1993

Dear Mr. Kerek:

I received your letter regarding my comments about educational placements in separate settings for students with disabilities. I am pleased to have this chance to clarify my position. During the five months since I was confirmed as Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS), I have had the opportunity to meet or talk with the leadership of numerous organizations involved in advocacy for disabled children and adults. I have also met with hundreds of parents of disabled children across the nation. I firmly believe that within the last twenty years there have been major accomplishments in the education of disabled students in this country. However, I know more needs to be done. The primary concern I have heard expressed during these conversations is that for many disabled children the full range of placement options is not available.

The continuum of alternative placements is an integral part of the IDEA regulations which Office of Special Education Programs Director Tom Hehir and I are bound, both by our positions and by our own beliefs, to enforce. Tom and I both believe, consistent with IDEA, that the regular classroom in the neighborhood school should be the first placement *option* considered for students with disabilities. We also believe our education system must provide administrators and teachers with the training and support they need to make the regular classroom in the neighborhood school the appropriate placement and we aim to provide strong leadership to help make that happen.

Being disabled myself and having received part of my education in segregated settings for no other reason than I happened to use a wheelchair, I do not shrink from describing such placements as wrong—when the placement is made for reasons other than the educational needs of the child. With 50 percent of physically disabled students still receiving their education in some type of separate setting, I will continue to make strong statements in support of regular classroom placements. At the same time, we fully appreciate and support the important role of other options on the continuum for some students.

I also know of the critical need for parents of all disabled children to receive more and better information about the available options and the supports that may be needed for their children. I believe that the more information parents have, the more effective they will be in the decision making process affecting their children's education. There is a role for all of us in this empowerment process.

I am convinced that we hold in common the most basic interest: better outcomes for all disabled students through appropriate and high quality education services. It is unfortunate that a few statements from my presentation in a public forum have been interpreted as a lack of support for ensuring that a full range of placement options is available for each disabled child and his or her family. My record, both past and future, will show that I fully support the availability of a continuum of placement options for students with disabilities. I look forward to working with you to achieve our mutual goals.

Sincerely,

Judith E. Heumann
The Assistant Secretary
OSERS

Notice that there is **no** reference to deaf children, their individual needs, nor residential schools serving those needs. It was a classic "one size-fits all" pronouncement. Parents and advocates of deaf children could not have found it reassuring.

"I hope this information is useful"

So much for Ms. Heumann's generic response. We asked the Kereks what other responses, if any, they had gotten. Mr. Kerek sent us copies of responses from Senators Bob Graham and Connie Mack. First, Senator Graham's:

February 9, 1994

Dear William:

Thank you for contacting my office regarding programs available to students with disabilities. Because I have received similar inquiries on this matter, my staff had previously contacted the United States Department of Education about this situation. Enclosed is a copy of their response.

It is my privilege to serve you in the United States Senate. I hope this information is useful.

With kind regards,

Bob Graham
United States Senator

As for DOE's "response," Senator Graham enclosed—you guessed it!—a copy of the same form letter Ms. Heumann sent to everyone else.

"Children are the future of our nation"

Mr. Kerek sent us another response, this one from Senator Connie Mack. Senator Mack's response was a bit more personal:

March 28, 1994

Dear Mr. Kerek:

Thank you for your letter regarding your support for the Individuals With Disabilities Education Act (IDEA) and the opportunities it has provided to many disabled children.

I have heard from many parents who share your concerns about full inclusion and who object to statements made by Ms. Judith Heumann, the Assistant Secretary of the Office of Special Education and Rehabilitative Services. Enclosed you will find a letter she subsequently wrote me explaining the reasons for her comments.

Children are the future of our nation and it is our responsibility to ensure they are provided the chance to learn in the least restrictive environments. I look forward to working with you in this effort.

Again, I appreciate hearing from you on this important matter.

Sincerely,

Connie Mack
United States Senate

And what was this letter Ms. Heumann "wrote to" Senator Mack? None other than the same form letter she "wrote" to everyone else!

And that's all that concerned parents, teachers, administrators—even U.S. senators—got from her. No reassurance, no personal consideration. Still, one can't help thinking: how clever to save herself the trouble of actually responding to these pesky folks. She certainly got a lot of mileage out of one generic 5-paragraph letter.

And finally, a word from the White House!

In an update letter of April 22, 1994, Mr. and Mrs. Kerek told us, "We have finally received a response from President Clinton. It took him forever to answer our letter, but he has restored our faith in the Democratic party!" Here's the President's response:

April 12, 1994

Dear Hilda and William:

Thank you for your letter regarding the education of children with disabilities. I'm glad to know we share a deep concern for the welfare of our nation's young people.

Too often, I have heard parents of disabled students express frustration over the lack of alternative placement options available to meet their child's needs. For this important reason, the budget I proposed to Congress contains significant increases in funding for special education programs. In keeping with the requirements of the Americans with Disabilities Act, my Administration is committed to helping states and communities provide a free, appropriate education to all children. By investing in personnel development and innovative technologies in special education, these initiatives go a long way toward offering disabled students the individual

attention they deserve.

I appreciate knowing your thoughts on this vital issue, and I welcome your continued involvement in the national effort to provide a first-rate education to all of our people.

Sincerely,

Bill Clinton

And that's where matters stand. Says Mr. Kerek, "We have been fighting for over a year and don't know if we have been successful, yet." The campaign to educate the educators continues.■

**YES,
WE CAN!**



**DEAF LIFE now accepts
MasterCard and Visa.**

**You can charge your subscription order
to your card!**

See order form on page 2.

**Patronize our
advertisers and
advertise in**

DeafLife

**Tell
your
friends
about us!**

CLASSIFIED

TRI-COUNTY CENTER IN INDIANAPOLIS IS LOOKING FOR...

STAFF THERAPIST—DEAF SERVICES

Position available for M.A./M.S.W. in Social Work, Psychology, Counseling to provide diagnostic, clinical, and community services to deaf clients of a community mental-health center in northern Marion County. Prior experience in a mental-health setting desirable. Understanding and ability in manual communication (ASL, Minimal Language Skill, & Pidgin) as well as workable knowledge of deaf culture required. Salary range: \$24,208 - \$37,523. Excellent fringe benefits. Salary commensurate with experience. E.O.E.

Send résumé to:

Human Resources Department
Tri-County Center, Inc.
8945 North Meridian Street
Indianapolis, Indiana 46260

DeafLife

**wishes
you a
happy
and safe
summer.**



By Stuart Gopen

CABLE MOVIE CHANNEL SCORECARD

Percentage of captioned programming as indicated
in the title index of **The Cable Guide**:

	MAR	APR	MAY
HOME BOX OFFICE (HBO)	56%	73%	65%
CINEMAX	39%	37%	32%
THE DISNEY CHANNEL	34%	38%	50%
SHOWTIME	36%	41%	41%
THE MOVIE CHANNEL	36%	42%	31%

Company Spotlight

NEW LINE HOME VIDEO is a company that has a mixed closed-captioning policy. For several years now, they have been captioning all their "A" titles (movies that have widespread theatrical releases) and some of their "B" titles (movies that have limited theatrical success or direct-to-video releases). One of the problems with this kind of a policy is that some excellent, lesser-known films get released on video **without** captions.

For example, last year, *A Night on Earth*, a highly-acclaimed film with a limited theatrical release, was NOT captioned when NEW LINE HOME VIDEO released it on video. Please write them and thank them for doing some captioning but request that in the future they routinely caption **ALL** their videos. Write to:

✉ Stephen Einhorn, President
New Line Home Video
116 N. Robertson Blvd.
Los Angeles, CA 90048

Major captioned home-video releases

MAY

Addams Family Values
American Cyborg—Steel Warrior
The American Experience—America and the Holocaust: Deceit
Blood and Sand
The Borrowers
The Club
Coach—The One-Hour Special
A Dangerous Woman
Dead Connection
Forced to Kill
A Foreign Field
Francis Goes to the Races
Francis in the Navy
Francis Joins the WACS
Francis the Talking Mule
Freefall
Ghost in the Machine
Ghostwriter—Into the Comics
Ghostwriter—Who Burned Mr. Brinker's Store?
The Harvest
Heads
In Old Chicago
Into the West
Invisible—the Chronicles of Benjamin

Knight
The Jack Benny Program: Jack is Kidnapped/The Lucille Ball...
The Jack Benny Program: Jack on Trial for Murder/Jack Plays...
The Jack Benny Program: Johnny Carson Guests/Jack Takes...
The Jack Benny Program: The Income Tax Show/Jack Adopts...
The Jack Benny Program: The Peter Lorre-Joanie Sommers Show
JFK Reckless Youth
Johnny Carson—'60s & '70s: Heere's Johnny!
Johnny Carson—'70s & '80s: The Master of Laughs
Johnny Carson—'80s & '90s: The King of Late Night
Johnny Carson—The Final Show: America Says Farewell
Look Who's Talking Now!
Mathnet—The Case of the Unnatural
Mathnet—Treasure in Monterey Bay
NBA Superstars 3
The New Adventures of Speed Racer—B.O.S.S.
The New Adventures of Speed Racer—Race to the Future
The New Adventures of Speed Racer—The Mach-5's First Trial
The New Adventures of Speed Racer—The Race Against X
Northern Exposure—Northern Lights
Northern Exposure—The Big Feast
Official Denial
On the Issues, Season 2—Blood, Sweat and Cheers
On the Issues, Season 2—Job Today, Gone Tomorrow
On the Issues, Season 2—Massaging the Media
Orlando
A Perfect World
The Piano
Possessed by the Night
Prime Suspect
Prime Suspect 2
The Remains of the Day
The Return of Jafar
Return to Two Moon Junction
Robocop 3
Rudy
Skin Art
Spot Goes to a Party
Square One Video Juke Box
The Three Musketeers (1993)
Ticks
The Untold West—Hot on the Trail
The Untold West—Outlaws, Rebels and Rogues
The Untold West—The Black West
The War Room
Winnie the Pooh—Helping Others
Winnie the Pooh—Making Friends
Winnie the Pooh—Sharing and Caring
Witchcraft 6

LITTLE-KNOWN FACTS

On May 18th, five videos containing two episodes each from *The Jack Benny Program* were released for the first time by MCA/Universal Home Video. Although **nothing** on the boxes or tapes indicates these programs are closed-captioned, they **ARE** closed-captioned. If you enjoy classic stand-up comedy from one of the all-time masters, you are in for a real treat. Each one-hour video retails for \$14.98.

Breeze into Summer with Our Hot New Products



Ameriphone's new DIALOGUE TTY

Trade in your old, beat up or broken down TTY and its worth \$50.00 toward a new Ameriphone DIALOGUE TTY?

YES!

The new Dialogue TTY features:

- ✓ First 911 emergency call announcer
- ✓ First programmable relay service voice number announcer
- ✓ Three-way conference calling
- ✓ Automatic answering
- ✓ Keyboard dialing
- ✓ Three type sizes for printing
- ✓ Personalized greeting messages
- ✓ and a whole lot more....



Take your old TTY to NCHD for \$50.00 off any Ameriphone Dialogue TTY.

Call or write to NCHD for more information.

Don't miss out on this opportunity!

Thermal Paper Rolls

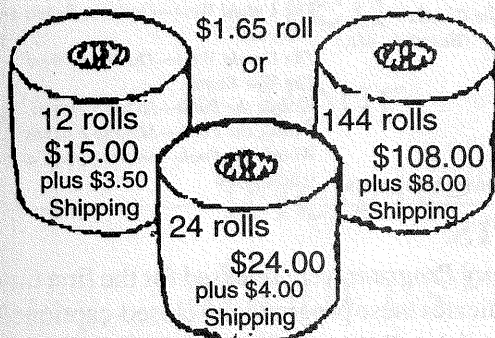
Always Value Priced

The More You Buy,

The More You

Save

Top Quality
TTY Paper

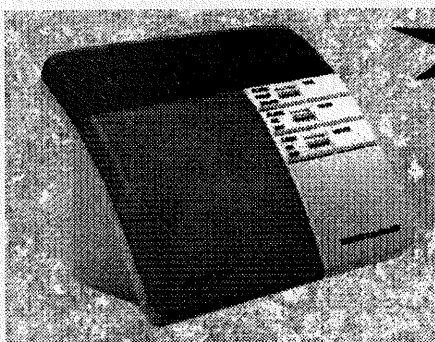


4 3/8" also Available

THE MOONBEAM FLASHALARM II

.6" L.E.D and
Built-in
Flashing Alarm
BATTERY BACK-UP

Alarm flashes for 3
full minutes followed
by gentle ascending
audio alarm.



\$34.⁹⁵

plus

\$5.⁰⁰

Shipping

The *Next Generation* of
Westclox

CALL OR WRITE TODAY
FOR OUR
COMPLETE CATALOG

Call or Mail Order to:

NAME: _____
ADDRESS: _____
CITY: _____ STATE: _____
ZIP: _____ PHONE NO: _____
CARD NO: _____
EXPIRATION DATE: _____
SIGNATURE: _____

Send To:

National Catalog House f/t Deaf
4300 N. Kilpatrick Ave
Chicago, IL 60641

Phones: (312) 736-6243 TTY
(312) 736-6250 Voice

ITEM NO	QUANTITY	DESCRIPTION	COST	SHIPPING CHARGE	TOTAL COST



ILLINOIS RESIDENTS ADD 8.75% SALES TAX

TOTAL

NO P. O. BOX FOR SHIPPING

DL